

SUID-AFRIKAANSE BIBLIOTEKE

Die Offisiële Orgaan van die Suid-Afrikaanse Biblioteekvereniging

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'N PLEIDOOI VIR 'N VRYE PLATTELANDSE¹ BIBLIOTEEKDIENS²

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DAT Afrikaners nie lees en ook nie wil lees nie, is een van daardie bewerings wat uit die lug gegryp is en waarskynlik met bybedoelings gemaak word. In vroeër dae toe die Boerevolk ook 'n volk van boere was, toe die tradisionele volkskennis, die voorligting van die plaasskoolmeester voldoende intellektuele en etiese toerusting gewees het om jou met sukses in die pionierslewe te handhaaf, toe was dit nie nodig om nadruk op die boek te lê nie. En tog selfs in daardie dae was die Boerevolk gesteld daarop dat elke kind behoorlik sou leer lees en skryf. Ongeletterdheid is beskou as 'n skande selfs onder die meest bevoorregtes. Selfs in daardie dae was die Afrikanervolk 'n lesende volk al mog hulle lektuur tot die Bybel en 'n paar godsdienstige boeke beperk gewees het. Van die begin van ons volkslewe was ons gewoon om inligting, leiding en besieling in die geskrewe woord te soek.

Sedert die laaste kwart van die vorige eeu is die boer en die dorpsafrikaner in 'n ekonomiese stryd om die bestaan gewikkel met teenstanders wat beskik het oor al die inligting wat 'n grootstadse beskawing in die buiteland vir hulle kon gee. In hierdie stryd het die boer dikwels die onderspit gedelf vanweë sy onkunde betreffende sake van 'n besigheidswêreld waarin hy 'n vreemdeling was. Die boere het nou besef waar die fout skuil en almal behalwe 'n uiters geringe getal wat onder die druk van biologiese en ekonomiese faktore totaal ontaard het, is gretig nie alleen om toe te sien dat hulle kinders behoorlike onderwys ontvang nie, maar ook om hulle eie onkunde sover moontlik aan te vul deur boeke te lees oor hulle eie bedryf en oor lewensprobleme in die algemeen.

¹ Onder *platteland* kan ingedeel word alle gemeenskappe van minder as 10,000 Europeane. Behalwe Pretoria, Vereeniging, die Rand, Potchefstroom, en miskien ook Witbank, sou al die ander dorpe dan daar-
onder sorteer.

² Referaat gelewer te Pretoria voor die Navorsingseksie van die S.A. Biblioteekvereniging, Noord-Transvaalse Tak, op 18. Aug. 1943.

Die baie aansoeke om hulp van die kant van die verskillende klein bibliotekies of van groepe wat geheel-en-al ontstoke is van enige biblioteekvoorregte is 'n duidelike bewys dat daar voldoende rede bestaan vir die skepping van 'n omvattende en deeglike diens wat die hele land insluit.

Die Carnegie-Kommissaris het in 1929 bevind (en die toestand het nog nie baie verander nie) dat ons biblioteke nog in hulle pionierstadium is en in hulle ontwikkeling nie tred gehou het met die algemene vooruitgang van die land nie.

Die kern van die hele moeilikheid lê in die afwesigheid van 'n wydvertakte vry biblioteekstelsel en die gebrek aan geld. Die invloedseer van die subskripsiebiblioteek is om klaarblyklike redes baie beperk. Dit wil voorkom dat, sodra van die publiek verwag word om 'n subskripsie, hoe klein ookal, te betaal nie meer as 4 persent van die kans gebruik maak nie.

Die gewone stadsbiblioteek word hier by ons maar baie stiefmoederlik behandel, maar die dorpsbiblioteek het nie eers 'n stiefmoeder nie—om nie eers te let op die arm boer op sy eensame plaas nie. Selfs in die Verenigde State, waar die biblioteek oor die algemeen in sy volle glorie is, word jaarliks elf maal meer aan sagte drankie bestee as vir die aankoop van biblioteekboeke, aan die radio 12½ maal meer, die bioskoop 22 keer en lekkernye 28 keer!

In ons eie land is daar nie slegs die gebrek aan geld nie, maar—nog treuriger—aan 'n stelsel. Daarby vind ons nog die tragiese verskynsel dat die verantwoordelike owerhede skynbaar geheel of gedeeltelik onverskillig staan teenoor die noodsaaklike rol wat die biblioteek in die lewe van die volk moet speel. Hoewel daar nie juis georganiseerde vyandigheid teenoor die biblioteek geopenbaar word nie, maak die mentaliteit van baie van hierdie groep dit noodsaaklik dat oortuigingswerk van die eerste graad—in moderne taal 'n propagandaveldtog—op tou gesit moet word om hierdie tipe van mens eers wakker te skud en dan te bekeer.

Dit sou egter verkeerd wees om te wil beweer dat daar op klein skaal, maar op losse voet, nie reeds belangrike biblioteekgeriewe aan die plattelandse bewoners verleen word nie.

In die Kaapprovinsie doen die Vereniging vir Boekverspreiding (V.B.V.) lofwaardige werk en ontvang jaarliks van die Provinsiale Administrasie vir die doel 'n bedrag van £350. Verdere bydraes word ontvang van die A.C.V.V., Helpmekaar, V.L.U., National Council of Women, Kaapse Skakelkomitee, S.A. Teachers' Association, S.A. Onderwysersunie en verskillende persone. Saam beskik die Vereniging oor ongeveer £600 per jaar en sowat 4,500 Afrikaanse en Engelse boeke. Volgens die jongste gegewens word 71 sentrums in alle dele van die Kaapprovinsie halfjaarliks met kaste van 50 boeke elk voorsien—gewoonlik in die verhouding 70 persent Afrikaans en 30 persent Engels. Elke sentrum betaal 'n registrasiegeld van £1 per jaar en die helfte van die vervoerkoste op voorwaarde dat die boeke vry gesirkuleer word, of in alle geval so vry as moontlik. Die takke kom meesal voor op plase en in klein gemeenskappe buitekant die dorp. Geen openbare biblioteek ontvang van die boeke, tensy die versekering gegee word dat lesers nie lede is van die biblioteek nie en dat die diens vry sal wees. Die bestuur van die V.B.V. koester die verwagting dat sy werksaamhede later sal invloei in die Provinsiale skema wat tot stand sal kom, wanneer hy ook sy boekvoorraad vir daardie doel aan die Administrasie beskikbaar sal stel.

In die Oranje-Vrystaat beywer die Direkteur van Onderwys (Mnr. S. Pellissier) hom besonder vir die verskaffing van leesstof aan plattelandse skole en die boeregemeenskap. By die lenteskole wat van tyd tot tyd gehou word, word besonder klem gelê op die geskrewe woord. Die O.V.S. Onderwysersvereniging het 'n reisende biblioteek in die lewe geroep veral met die oog op die groot behoefte van die plaasskole. Sowat 20 kaste boeke van 60 boeke elk word aan skole gestuur om hul eie klein voorraad boeke aan te vul. Elke kassie sirkuleer ongeveer 8 tot 10 keer per jaar na verskillende skole. Ook lede van die O.V.S.O.V. kan vry gebruik maak. Die Oranje-Vrouevereniging stel ook alles in die werk om deur die takke leeslus aan te moedig en tot aansporing hiervan dien die brons wisselbeeld "Nooientjie van die Onderveld" (van Wouw). In 1930 het die O.V.V. 'n grondige ondersoek ingestel na die toestand van skoolbiblioteke in die Provinsie.¹ Die Bloemfonteinse

Openbare Biblioteek het ook 'n beperkte diens vir plattelandse biblioteke en groepe. Soudanige liggame kan affilieër teen 'n jaargeld van £10 vir 50 boeke per keer. Pos- en spoorvrag moet egter deur die lid betaal word. 'n Redelike aantal biblioteke en liggame maak gebruik van hierdie skema. Veral is dit van waarde vir die klein dorpsbiblioteek wat daardeur in staat gestel word om 'n gedurige voorraad boeke teen 'n betreklike klein koste te ontvang.

Wat Natal betref, is die enigste noemenswaardige diens aan die platteland—sover bekend—die wat op klein skaal onderneem word deur die Durbanse Openbare Biblioteek, wat, behalwe aan 'n klompie afsonderlike persone buite die stad, ook versamelings boeke stuur aan sowat 30 biblioteke en inrigtings in Natal. Teen 'n jaarlikse bedrag van £20 kan 100 boeke per keer geleen word.

In die Transvaal² word die skema wat deur die Germistonse (Carnegie) Openbare Biblioteek beheer word die meeste onder die aandag gebring. Dit het ten doel die vry uitleen van sowat 20,000 boeke—meesal ligte leesstof—aan skole, vrouelandsbouverenigings, dorpsbiblioteke en ander buite-plekkies. Dit het in 1929 met 13 plekkies begin en het reeds, na verneem word, tot oor die 200³ uitgebrei. Die skema word moontlik gemaak deur 'n bydrae van sowat £2,300 van die kant van die Provinsiale owerhede. Bereken word dat die koste hieraan verbonde vir die eerste jaar ongeveer 2s. 6d. per jaar per persoon wat gehelp word, beloop en daarna 1s. 6d. per persoon. As die streek wat bearbei word oor die 20,000 persone insluit, sou dit na gemeen word selfs moontlik wees om met 'n inkomste van 1s. per hoof van die bevolking 'n bevredigende biblioteekdiens aan daardie streek te verskaf. Ook hierdie skema vanuit die Germistonse Openbare Biblioteek het sy tekortkomings deurdat dit slegs 'n klein gedeelte van die Provinsie dek en slegs tot 'n mate in die behoeftes van die algemene leser voorsien. Die sukses daarvan hang ook byna uitsluitlik saam met die gril van die plaaslike vrywilliger-bibliote-karis.

Verder dien genoem te word die goeie dienste wat gelewer word deur die Biblioteke van die Departemente van Unie-Onderwys en Landbou en Bosbou, wat boeke van 'n opvoedkundige en gespesialiseerde aard gratis of teen 'n geringe jaargeld uitstuur aan honderde skole, verenigings,

¹ Na verneem word is 'n begin ook nou gemaak met die Vrystaatse Boekediens—die Provinsiale Administrasie skenk daarvoor £300 per jaar.

² Die Staatsbiblioteek leen ook boeke uit aan afgeleë biblioteke, maar aangesien hierdie skema hom nie uitsluitlik toespits op die bediening van die platteland nie, is hy nie in besonderhede genoem nie.

³ 250 om presies te wees.

biblioteke en afsonderlike persone. In die geval van die Departement van Landbou en Bosbou is die versending van die boeke deur die pos gratis in albei rigtings.

Hierdie dienste is goed bedoel en die resultate wat daardeur bereik word, mag nie gering geskat word nie. Dit kan egter onder geen omstandighede die plek inneem van 'n wetenskaplik beplande Biblioteekstelsel wat rekening hou met plaaslike lektuurbehoefte en wat t.a.v. verspreidingsmetodes ten volle met plaaslike omstandighede rekening hou nie. Die huidige geriewe vir lektuurvoorsiening is nie slegs ongekoördineerd nie, maar bedien slegs 'n baie klein gedeelte van die boerebevolking; die mense wat die grootste behoefte aan leesstof het, 'n behoefte wat hulle self dikwels maar flou besef, word nie bereik nie, en wat diegene wat wel bereik word betref, is dit dikwels nog 'n vraag of hulle wel die soort van lektuur kry, waaruit hulle die grootste nut en vermaak sou kan put.

Die Biblioteek is 'n weermiddel in die stryd teen onkunde en agterlikheid, 'n stryd wat deur die stigting van skole en die invoer van verpligte onderwys aangevoer word.

Eienaardig genoeg is diegene wat ons regeer bereid om die ouderdom waarop die kind die skool mag verlaat steeds hoër op te skuif, terwyl die lot van die kind na hy die skool verlaat het hulle onverskillig laat. Die voornaamste waarde van skoolonderwys lê daarin dat dit 'n mens met die middels toerus waardeur hy homself, met behulp van boeke veral, verder kan opvoed.

As die kind egter die punt bereik het waarop hy die skool verlaat dan word daar slegs die mees halfhartige pogings gedoen om die boeke binne sy bereik te bring. Die sedelike en ekonomiese agteruitgang van 'n deel van ons volk getuig reeds nou teen hierdie kortsigtige beleid wat die seun en dogter, nadat hy of sy tot by standerd ses gehelp is, eenvoudig aan die eie lot oorlaat. Waar die ouer vermoënd genoeg is om vir verdere opleiding te betaal, kry so 'n kind 'n geleerdheid om homself vir een of ander beroep voor te berei. Anders is hy gedoem om selfs wat hy geleer het weer te vergeet.

Dit sou nie so gevaarlik gewees het as hierdie kinders almal op die platteland gebly het nie. Die lewe op die plaas en in die plattelandse gemeenskap het sy eie media van geestelike vorming en karakterontwikkeling. Die moderne samelewing is egter so ingerig dat 'n hoë persentasie van plattelandse kinders hulle volwasse lewe as stedelinge sal slyt. Diegene wat na standerd ses geen formele onderwys meer ontvang het nie en nie in

staat is om hulself verder op te voed nie, sluit gewoonlik by die geleedere van die sogenaamde "ongeskoolde" arbeiders aan. Sonder die aanvullende lewenskennis wat uit boeke geput kan word, is hulle hulploos oorgelewer aan 'n omgewing waar ander vorms en sedes skyn te geld as op die platteland. In die stryd om die bestaan loop hulle gevaar om karakterloos en kultuurloos te word. Talle van ontaarde individue wat die name van ons beste families dra, is vandag lopende bewyse van die noodlottigheid van hierdie proses.

Wat nog meer is, die verdraaide insigte en perwerse gebruike wat die gevolg is van die inwerking van 'n halfbegrepe stadskultuur op betreklik onkundige landelike mense is besig om 'n pad terug te vind na die platteland en dit word nodig om bo-swering teen hierdie invloed op te werp.

Die boerdery self stel ook steeds hoër eise wat algemene en wetenskaplike kennis betref. Die suksesvolle boer en sy vrou moet vandag kennis dra van skeikunde, van diere- en plantefisiologie en -patologie, van ingenieurswese, gesondheids-wese, handelsorganisasies en bedryfseksonomie. Waar sal die seun en dogter wat nooit die Universiteit sal kan besoek hierdie kennis put so nie uit boeke nie.

Die Plattelandse Biblioteekstelsel het dus meer as een doel. In die eerste plek moet dit die boer van die intellektuele middele voorsien waardeur hy homself meer bevoegd vir sy eie beroep kan maak. Vervolgens moet dit die algemene lewenskennis kan voorsien, waardeur die boerseun hom teen stadsinvloede sal kan handhaaf, en hom by ewentuele verhuising na die stad sal kan aanpas by die nuwe omgewing sonder om sy kulturele en sedelike integriteit in te boet. Daarnaas het dit nog die doel om daardie algemene vorming wat veral deur letterkunde in die mens te weeg gebring word ook vir die plattelander moontlik te maak.¹

Dit is nie te sterk gestel nie as mens beweer dat die toekoms van ons land saamhang met plattelandse lektuurvoorsiening en met die vordering wat die boer maak. Dit is sy seuns en dogters wat die stadseleedere aanvul. As hierdie versterkings gewerf word uit huise waar die rykdomme veelal van opvoedkundige, kulturele en geestelike aard is, sal die geestelike lewenspeil in die stede ook in gelyke mate verhoog word en u sal 'n beter plaaslike en nasionale burgerskap aantref.

Ondersoek toon dat plaasmense meesal gedurende die lang wintermaande lees. Die leesstof

¹ Die voorafgaande 8-tal paragrawe is hoofsaaklik gebaseer op ongepubliseerde aantekeninge van P. C. Coetzee.

bestaan dan hoofsaaklik uit landbouydskrifte en koerante. Goeie boeke is duur en op plase is hulle deurgaans skaars. Boere lees meesal om gegewens aangaande hulle bedryf in te wen, maar tog bestaan daar 'n groot behoefte aan leesstof wat buite hulle eie spesiale belange val.

In die Verenigde State is bevind dat in gevalle waar dorpe of stede hulle biblioteke vry aan plaas-mense oopstel daar nie veel van sulke fasiliteite gebruik gemaak word nie, aangesien hulle stellig sulke biblioteke as dorpsinrigtings vir stadsbewoners beskou en dus nie gedronge voel om 'n liefhebber daarvoor te hê nie. In gevalle waar die plaasbewoners egter oor hul eie biblioteke beskik, daartoe bydra en dit help onderhou—met 'n opgeleide bibliotekaris aan die hoof wat hom ten doel stel om die bes moontlike diens te verskaf—is die belangstelling in en die gebruik van boeke baie groter.

Dit blyk dus dat daar geen twyfel kan bestaan omtrent die noodsaaklikheid dat 'n landswye stelsel vroeër of later in werking gebring moet word, om ons agterlikheid op die gebied van lektuurvoorsiening uit die weg uit te ruim en die beste van die geskrewe woord ook binne die bereik van die platteland te bring.

Graag wil ek kortliks in alle beskeidenheid my daaraan waag om u die raamwerk van so 'n stelsel te skilder. Ek moet egter daar op wys dat dit nie 'n eenmanswerk is nie. Verder is dit bykans onmoontlik om presies vooraf te bepaal hoe die masjinerie moet fungeer.

Vooraf behoort 'n grondige opname van behoeftes en moontlikhede gemaak te word.¹ Dit moet byvoorbeeld vasgestel word of daar plaaslike verenigings bestaan wat hulself vir lektuurvoorsiening interesseer of wie se belangstelling daarvoor gewek kan word. In dié verband moet die hulp van provinsiale en uniale liggame soos die F.A.K., Landbouverenigings, ens. ingeroep word. Plaaslike owerhede soos dorpsrade en gesondheidskomitees moet bearbei word om hulle inisiatief in verband met die saak te stimuleer en waar sodanige liggame ontbreek moet op die moontlikhede van skoolkomitees ingegaan word.

Vervolgens moet 'n basis van samewerking van die plaaslike verenigings, federatiewe liggame en die plaaslike owerhede met die provinsiale biblioteekleiding neergelê word. Die verhoudings van plaaslike biblioteekamptenare met plaaslike medewerkende liggame moet ook vasgestel word.

Aan die een kant is dit noodsaaklik dat daar amptelike sentralisasie van beheer sal wees, aan

die ander kant dat mense met kennis van plaaslike toestande plaaslike leiding sal kan neem en plaaslike seggenskap sal hê. Aanvanklik sal daar waarskynlik 'n baie hoë mate van sentralisasie wees, maar met die ontwikkeling van die stelsel sal daar 'n min of meer hierargiese organisasie opgebou word. In breë trekke stel ek my die skelet van die lektuurvoorsieningsorganisasie as volg voor.

Vereers moet daar dan wees die Sentrale Buro (ek gebruik met opset nie die woord Biblioteek nie) met die Hoofbibliotekaris en Organiseerder aan bewind. Ten einde vryelik te kan optree en nie gebonde te wees aan enige biblioteek of munisipale owerheid nie, moet hierdie Buro onder geen omstandighede toegelaat word om self tot 'n plaaslike uitleenbiblioteek te ontwikkel nie. Hy moet hom uitsluitlik by die verskaffing van boeke aan al die meewerkende eenhede bepaal. Vir administratiewe doeleindes resorteer hy onder die Provinsiale Administrasie van elke Provinsie van wie hy ook sy fondse ontvang.

Behalwe die Sentrale Buro, wat die skema in sy geheel sal organiseer, sal daar ook 'n streekindeling vir elke Provinsie gemaak word. Ofskoon ek, soos aan die begin gesê, in hierdie uiteensetting nie die wet van Mede en Perse wil vaslê nie, stel ek tog voor om die Provinsie van Transvaal in sê 6 streke te verdeel aan die hoof van elk waarvan 'n streekbibliotekaris sal staan wat, behalwe sy graad ook 'n diploma in biblioteekwese sal hê, en wel op 'n onderwyserssalaris, sê £240x20-500. Die streekindeling beoog die saamgroepering van bevolkings met min of meer identiese belange en van ongeveer dieselfde uitkyk.² Daar sal dan die volgende streke ontstaan :

1. Suid-Westelike Strekk
2. Suid-Oostelike
3. Noord-Oostelike
4. Noord-Westelike
5. Sentrale (Hoëveld)
6. Groot Rand

Daar is 44 distrikte in die Transvaal en dus sal elke streek oor ongeveer sewe distrikte beheer uitoeven.

In elke streek sal daar tenminste een versendingsburo vir die betrokke streek wees. Dit sal van die welwillendheid en goeie gesindheid van die belangrikste biblioteek in daardie streek afhang of hy die as sal vorm waarom die verspreidingsaktiwiteite sal draai. In alle geval sal die samewerking van alle dorpsbiblioteke gesoek word om die onder-

¹ Vgl. Pentz, H. F. Public libraries of the Transvaal. In : S.A.B. 10 : 63-65, Jan. 1943.

² Die ekonomiese en fisiese toestande moet ook hier in rekening gebring word. Dan sou die streekindeling eerder op 8 of 9 te staan kom.

neming 'n sukses te maak. Indien nodig, sal die Sentrale Buro 'n redelike toekenning tot die fondse van die deelnemende biblioteek maak.

Uit hierdie dorps- en plattelandse biblioteke vind dan 'n verdere verspreiding plaas na die debats-, landbou-, vroue- en huisvlytvereniging, die skool, kantoor van uitbreidingsbeampste of gesondheidskomitee, die veeartskantoor, landbouproefstasie, poskantoor, distriksgeneesheer of winkel. In sommige streke sal later van 'n reisende biblioteek op wyle gebruik gemaak word en verder ook van die pos- en spoorweggeriewe wat onder hierdie stelsel vry behoort te wees. Die metodes vir elke streek sal egter na ondersoek bepaal word.

In alle gevalle sal ten volste gebruik gemaak word van al die moontlike punte in elke Provinsie. Daar is reeds biblioteke en organisasies of verenigings wat op lofwaardige wyse hulle kragte en geld bestee aan die verskaffing van boeke aan sekere groepe van mense. Hulle steun behoort op kragdadige wyse gesoek te word.

Wat die boekvoorraad betref, is dit nie die bedoeling om onnodig te dupliseer nie. Sover moontlik—en doenlik—sal geput word uit die voorrade van bestaande biblioteke. Dis egter duidelik dat daar tenminste in die Sentrale Buro en elk van die Streekbiblioteke stalle van die belangrike naslaanwerke sal wees. Die boekvoorraad as 'n geheel sal oor die algemeen egter meer van 'n wisselende as 'n stabiele aard wees, sodat selfs die verste uithoek van die land weens sy geografiese ligging nie tekort gedoen sal word nie. Aan die keuring en aankoop van boeke sal die grootste sorg gewy word.

By die beraming van die moontlike koste wat verbode sal wees aan so 'n provinsiale biblioteekdiens moet onderskei word tussen die inisiële koste, wat meer vir kapitale-doeleindes aangewend moet word, en die lopende jaarlikse uitgawes. Die Interdepartementele Komitee oor die Biblioteke van die Unie van Suid-Afrika, 1937, bereken die jaarlikse koste op 1s. per lid van die bevolking wat bedien word,¹ maar dis uiters moeilik om vaste reëls in dié verband neer te lê.

Die volgende kan egter as leidraad dien:—

A. *Inisiële Uitgawes:* £5,000

1. *Boeke:* 5,000 boeke (d.w.s. 10 versamelings van 500 elk), gemiddeld 10s. per boek £2,500
2. *Subsidies:* Vir subsidiëring van saamwerkende inrigtings 1,500
3. *Vervoerkoste en uitrusting* 200
4. *Onvoorsiene uitgawes* 800

£5,000

¹ 'n Minimum van 2s. sou mynsinsiens eerder nader aan die juiste syfer wees. Sommige meen dat buiteplekkies (*villages*) 1s. per hoof moet bydra, dorpe 2s. en die stede 4s.

B. *Jaarlikse Uitgawes:* £9,500

1. *Boeke:* Nuwe aankope £2,500
2. *Subsidies:* Subsidiëring van saamwerkende inrigtings 2,500
3. *Vervoerkoste en uitrusting* 120
4. *Salarisse* 4,270

£9,390

(Sê £9,500)

Hierdie koste behoort gelykop tussen die Unieregering en die Provinsiale Administrasie gedra te word.²

Dit blyk dus volgens hierdie berekening dat sowat £5,000 nodig sal wees om die skema in werking te bring en dat aan die begin jaarliks £9,000 na £10,000 voldoende sal wees om die stelsel oor die hele Provinsie uit te brei. Hier moet ek egter daarop wys dat ek begroot het vir die salarisse van 6 streekbibliotekarisse en 6 assistente teen 'n gesamentlike jaarlikse bedrag van ongeveer £2,400. Die moontlikheid is natuurlik nie uitgesluit nie dat 'n bevredigende reëling met sekere vooruitstrewende dorpsbiblioteke getref sou kan word, waardeur die plaaslike bibliotekaris (indien daartoe geskik) by wyse van subsidiëring as of streekbibliotekaris of assistent kan optree. Sodoende sou 'n aansienlike gedeelte op die £2,400 wat hiervoor begroot is, gespaar kon word.

Na mate die skema 'n wyer omvang aanneem, sal die koste noodwendig ook toeneem.³ Dit is egter duidelik dat 'n agtermekaar diens aan die gang gesit en in werking gehou kan word met 'n betreklik klein jaarlikse uitgawe van die kant van die Provinsiale outoiteite.

Daar ek nou reeds so ver gewaag het om 'n beraming van die koste te gee, verwag u ook nou moontlik van my om u aangaande die personeel in te lig. Ek stel voor die volgende:—

Hoofbibliotekaris (of Organiseerder)	£800x25=1000
Onderbibliotekaris	500x25= 700
Katalogiseerder	240x20= 500
Verspreidingsassistent	240x20= 500
Tikster	150x15= 240
6 Streekbibliotekarisse @	240x20= 500
6 Assistenten vir Streekbibliotekarisse @	150x15= 240

So sien ons dan voor ons geestesoog 'n stelsel ontwikkel wat sal poog om reg te laat geskied aan elke lid van ons volk. Aan die wat het, sal nie slegs meer en beter gegee word nie, maar die grootste beloning sal daarin lê dat daar ook in voldoende hoeveelhede gegee sal word aan die wat tot nogtoe ontstoke was van alle sodanige voorregte. Gepaard hiermee sal as vanself ontwikkel die drang om die lewenstoestande op die platteland in alle opsigte te verbeter en te veraange-

² Plaaslike owerhede behoort ook geldelike bydraes te maak.

³ £20,000 kan as redelik beskou word.

naam. Meer aandag sal gewy word aan die verfraaiing van die plaas (en die dikwels lelike dorpl), die uitleë van die gronde en die eer wat gepaard daarmee gaan om die landsbodem te bewaar van oorbeweiding en grondverspoeling. Die telefoon sal ook 'n noodsaaklike behoefte word, die elek-

triese draad sal sy skynende liggie aansteek en daar sal aanstonds ook meer en beter boeke in die woonhuis gevind word.

Opvoeding eindig nie by standerd ses of Matriek nie, maar moet deurloop tot aan die graf. 'n Beter nasie sal daaruit gebore word.¹

LIBRARY NOTES AND NEWS

Heilbron. Public Library. *From the Annual report:* (Pop. 1,524). *Membership:* 76. *Book-stock:* 2,870. During the year 45 English and 34 Afrikaans books were purchased. 50 Afrikaans books at a time were received from Bloemfontein Public Library, and 100 English books from Foyles Libraries. *Circulation:* 3,922, an increase of 851.

The Report goes on to say: "The time has come to divide our books into two sections, fiction and non-fiction. These interesting books will then come to light. We cannot hope to be up to date while our books are arranged in any kind of order. The division will add to the interest and appearance of the Library, and make it easier for readers to find the type of book they wish to read. Non-fiction becomes increasingly popular. . . . Of the 3,922 issues this year 304 were non-fiction." (*Heilbron herald*, 13. Feb. 1943).

South African Library for the Blind, Grahamstown. *From the Annual report:* There are now over 9,000 volumes on the shelves. During the year 6,928 books and 6,724 magazines were sent out. Beginners' books are being sent to the Wynberg Home for newly blinded men. A teacher in the Belgian Congo has asked for beginners' books for blind Natives.

14,496 talking-book records were sent out, of which 40 were broken. 690 new records (35 books) have been added. In Afrikaans Messrs. Gallo & Co. have produced a double-sided record, which takes 10 minutes a side. It is a short story, "Droogte" by A. H. Jonker, read by Paul Roos. This is the first Afrikaans record for the talking-book machine. The S.A. National Council for the Blind is granting £100 for the production of Afrikaans records and has appointed a sub-committee to choose and supervise production. The S.A. National Council for the Blind and St. Dunstan's Committee each gave £50 for records and equipment. Newly blinded men particularly appreciate the talking-books.

The executor in the estate of Miss Reid has offered new copies of the Bible in Afrikaans, complete in 75 volumes.

Tweetaligheid die Maatstaf van die Opgevoede

¹ Onbekend an ons het hierdie referaat reeds verskyn in *Die Taalgenoot*, 12 : 263-66, Okt. 1943. [RED.]

Suid-Afrikaner. Die maatstaf van 'n opgevoede Suid-Afrikaner moet gegrond wees op die kennis van die twee kulture—sowel Engels as Afrikaans—net soos in die geval van Rome toe Romeine eweged Latyn en Grieks moes ken om as opgevoede Romeine beskou te word, het dr. A. H. Jonker gisteraand verklaar op 'n vergadering van die Kaapse Tak van die S.A. Biblioteekvereniging.

"In Suid-Afrika is daar twee kulture wat onder een dak saamgebring moet word. 'n Mens voel soms besorgd as jy daaraan dink dat die oorgrote meerderheid van die Engelssprekendes weinig weet van die Afrikaanse kultuur en werk wat geskryf is, en dat dieselfde toestand by Afrikaners bestaan ten opsigte van Engelse kultuur," het spr. aangevoer.

"As dit in die biblioteek noodsaaklik is om twee kulture onder een dak saam te bring, is dit nie ewe noodsaaklik om die mense te leer om van daardie kulture gebruik te maak nie? As 'n mens 'n volk wil verstaan, moet jy sy siel leer ken, en om sy siel te verstaan, moet sy kultuur geleer en verstaan word.

Veel kan in hierdie rigting gedoen word as 'n fonds in die lewe geroep kan word wat die koste sal dek van die vertaling van die beste werke in albei tale. Op hierdie wyse sal die groep wat nie bekend is met die kultuur van die ander nie, dit leer liefkry. . . .

Hierdie doelstelling sal nie slegs deur middel van vertalings verkry kan word nie. Daar moet gemeenskaplike teaters en skouburges wees waar die twee kulture saamgebring kan word onder een dak. . . .

Spr. het vervolgens verklaar dat die sukses van hierdie groot taak om die twee kulture in alle opsigte onder een dak saam te bring, opgesluit lê in die doelmatige opvoeding van die kind. (*Die Suidersstem*, 17. Apr. 1943).

Publishing in War-Time. America has sent to Britain an "ambassador of literature"—Mr. Curtice Hitchcock, the publisher. . . .

Mr. Hitchcock is appointed by the United States Office of War Information. One of the most important purposes of his mission, as defined by Mr. Elmer Davis, is to discover how Anglo-American relations can be extended and improved by an exchange of ideas through books. (*The Observer*, 1. Nov. 1942).

PERSONALIA

BORLAND—Mr. E. A. Borland, B.A., F.L.A., F.S.A.L.A., Librarian, Public Library, Germiston, and Hon. Secretary of the South African Library Association, has been appointed by the Provincial Council of the Transvaal as Library Organizer for the Province.

DU PLESSIS—Mnr. Francois du Plessis, van die Parlementsbiblioteek, is benoem as voltydse organiseerder vir die Vereniging vir Boekverspreiding in die Kaap.

Dit is voorlopig 'n tydelike benoeming vir een jaar. **SNELLING**—Miss W. Snelling, F.L.A., Assistant Librarian Port Elizabeth Public Library, has been appointed Assistant Librarian, Natal University College, Pietermaritzburg.

ZAAIMAN—Miss R. W. Zaaiman, assistant at the Johannesburg Public Library, has been appointed Librarian, at the Roodepoort Public Library.

THE OFFICIAL PUBLICATIONS OF THE PROVINCES OF THE UNION OF SOUTH AFRICA

WITH A BIBLIOGRAPHY¹

I. ISAACSON

THE four Provincial Administrations set up by the South Africa Act have each issued under independent authority a considerable number of official publications. They fall into the same general categories as those of the central government and are similar in nature, but they are less numerous as they are limited in scope to those matters which have been specially assigned to the administration of the provinces. These matters are the control of primary and secondary education and local government; the establishment and maintenance of hospitals, roads, bridges, markets, and pounds; the preservation of game and fish; the destruction of vermin; and the regulation of shop hours and public entertainments.

All provincial publications appear in both official languages. Those of the Transvaal are printed by the Government Printer, Pretoria, and those of the other provinces are given out to private contract. According to their nature or origin, they may be divided into the following types or classes which have their counterpart in each province.

1. *Minutes*

The agenda and minutes of the meetings of the Provincial Councils are recorded in the *Minutes* or *Votes and proceedings* which provide an outline of the business and discussion carried on in each session of the Council. Their usual contents are: Notices of questions to be asked and motions to be moved; Questions asked and replies given; Petitions presented and decisions in regard thereto; Division on motions; and Reports, returns, and regulations laid upon the table. *Minutes* include the inauguration speech and some of the other speeches of the Administrator, but otherwise no printed record is kept of the debates in the Council chamber.

2. *Printed Papers*

Bound with the volumes of *Minutes* are usually the *Ordinances* passed during the session, and a selected number of *Printed papers*, or documents

which have been laid upon the table and afterwards printed. These *Printed papers* include all the principal provincial documents, such as the Annual Departmental Reports, Accounts, Estimates, and Reports of Commissions and Committees of inquiry. Many, but not all, are distinguished by the official number, consisting of the provincial letters (C.P. for the Cape of Good Hope; N.P. for Natal; P.C., originally O.F.S., for the Orange Free State; and T.P. for the Transvaal) followed by the number and the year. Natal issues its *Ordinances*, which are considered under a separate heading, in the N.P. series. First and second prints are usually issued of the *Estimates*, the second print incorporating the supplementary estimates of expenditure. While some of these *Printed papers* are bound with the volume of *Minutes*, others are only published separately, and there is no uniformity in the method of issue by the different provinces.

In addition, a miscellaneous number of minor papers are printed which are of interest mainly to members of Council. Chief among these are the *Select committee reports*, *Budget speeches*, and occasional other reports on special matters before Council. These are either unnumbered or have a special number sequence. The Select committee reports of the Transvaal are issued separately and numbered T.P.S.C. [no.] and date, those of the Cape which are sessional, i.e. Public accounts and Standing rules and internal arrangements, are printed as part of the *Minutes*, while all others are issued separately. Those of the Orange Free State and Natal are printed as part of the *Minutes*.

3. *Ordinances*

The legislative powers of Provincial Councils are defined and limited by the terms of the South Africa Act, which determined the sphere of action assigned to these bodies, and a series of financial acts, which regulated the financial responsibility and powers of the provinces in relation to the central government. Legislative measures passed by the Council are known as *Ordinances* and correspond to the *Acts* of Parliament. The preliminary

¹ A supplement to the author's *Official publications of the Union of South Africa* (S.A.L. 7: 155-62, April 1940).

version, corresponding to a parliamentary *Bill*, is known as a *Draft ordinance*. Ordinances are promulgated by proclamation of the Administrator in the Provincial *Gazette*, and those passed during a particular year are afterwards issued as a bound volume.

4. *Gazette*

Each province issues its own *Gazette* which appears weekly with occasional extraordinary numbers. The official information contained in the *Gazette* may be grouped under the following headings: *Proclamations*, *Administrator's notices*, and *General notices*. By proclamation, Provincial Councils are summoned and prorogued, ordinances are promulgated, townships are established, and roads are opened, closed, or deviated. Under Administrator's notices appear By-laws and Regulations of Local Authorities, official appointments and draft ordinances which are to be introduced during the session. General notices include notices of Local authorities referring to pound sales, trading licenses, rates and taxes, notices of Road and Townships boards, vacancies, tenders for services and supplies, and similar matters.

5. *Departmental Publications*

Under this heading fall the various publications of the several Departments of Education, such as Periodicals, Information for teachers, and Syllabuses. They are issued independently of Council and not laid upon the table.

BIBLIOGRAPHY

This bibliography includes all the important publications of the provinces arranged under the headings described above. Some of the minor papers printed for the information of Council and included with the Minutes, and occasional catalogues, regulations, handbooks, and similar publications of the Departments of Education have been omitted. English titles only are given throughout. The sign + after a particular year indicates 'from that date onwards'. Most annual reports, however have been discontinued since 1940 owing to war restrictions.

CAPE OF GOOD HOPE

1. Minutes

Minutes and ordinances of the Provincial council.

Vol. 1, 1st session, 1st council, 27th January, 1911 + Binder's title: Records of the Provincial council.

Contains (a) Minutes

(b) Ordinances

(c) Printed papers (Estimates, Auditor's report, and Reports of Select committees other than sessional. Other titles are included in the earlier volumes).

2. Printed Papers

Africans—Education

Report of Commission on native education, 1919. 1920. 48 p. W. J. Viljoen, chairman.

Also in Report of the Superintendent-general of Education 1919, p. 60-106.

Coloureds—Education

Report of the Commission on coloured education, 1925/26. 1927. 12 p. C.P. 1-1927. W. J. Viljoen, chairman.

Education

Report of the Superintendent-general of education. 1909/10 + 1909/10-35 in C.P. series.

Includes Reports of the Chief medical inspector of schools, Chief inspector of native education, Training institutions, and School statistics.

Education commission. Main report, minority report, notes, minutes of meetings and index. 1912. x, 238, 11 p. C.P. 6-1912. H. E. S. Freemantle, chairman.

Electric power distribution

Report of the Government electrician. 1911. C.P. 8-1912.

Finance

Annual accounts . . . together with financial statements relating to Hospital boards, Municipalities, Village management boards, Local boards and Divisional councils . . . with the Reports of the Provincial auditor thereon. 1910/11 + C.P. series.

Accounts of School boards included 1911/12-1923/24; Hospital boards from 1915/16; Village management and local board areas from 1921/22; Municipalities from 1922/23. Accounts of Divisional councils and Rural council published separately 1910/11-12.

Statement of the receipts and payments of Divisional councils . . . and of the Rural council of the Cape division . . . comp. by the Provincial auditor with his report thereon. 1910/11-12. C.P. series.

Afterwards included in the Annual accounts. Rural council absorbed into Divisional council September 1917.

Estimates of the revenue to be collected and expenditure . . . to be defrayed. 1910/11 + C.P. series.

Title varies. Supplementary estimates sometimes issued.

Estimates of the capital expenditure to be defrayed. 1915/16 + C.P. series.

Formerly included in the main Estimates. 1939/40 + includes expenditure on national roads.

Estimates of additional expenditure. 1940/41. C.P. 2-1941.

Speech delivered by the Hon. the Administrator in moving the second reading of the Appropriation . . . draft ordinance. 1911/12-1912/13.

Fisheries

Report of the Curator, Government trout hatcheries, "Jonkershoek", Stellenbosch. 1910-11. C.P. 2, 9-1912.

Report of the Fishery advisory board. 1911-12. C.P. 7, 8-1913.

Marine biological report. 1-4, 1912/13-1916/18. C.P. series.

Report of the Inland fisheries advisory officer. 1938 +

Report of the Fishery officer on certain fishing stations on the coast of the Cape Province. September 22, 1913. 1914. 20 p. C.P. 1-1914.

Hospitals

Report of the Provincial medical adviser on the government and state-aided hospitals and kindred charitable institutions. 1910/11-13. C.P. series.
Title varies.

Language medium of instruction

Report of the Commission . . . to enquire into and report upon certain matters connected with the carrying into effect of Ordinance No. 11 of 1912—commonly known as the "Language ordinance". 1917. 60 p. C.P. 1-1917. A. Moorrees, chairman.

Teachers

Report of the Teachers' commission . . . to inquire into the circumstances connected with teachers' status and salaries. 1914. 1915. 19 p. C.P. 1-1915.

Trekpaths

Report of the Trekpaths commission. 1936. 39 p. fold. map. W. A. B. Rowan, chairman.

Valuation

Report of the Valuation commission. 1913. 22 p. C.P. 9-1913. M. L. Wessels and P. D. Cluver, successive chairmen.

Vermin

First and second reports of the Vermin extermination commission. 1924. 17 p. C.P. 3-1924. B. Muller, chairman.

3. Ordinances

Ordinances of the . . . session of the . . . Provincial council. 1911 +
Bound with the Minutes.

Ordinances. 1911 +
Annual official ed. 1911-26 in quarto, 1927 + in octavo.

Juta's Cape provincial ordinances. 1911 +
Includes Statutory amendments promulgated during year.

Juta's revised Cape ordinances 1911-37. Ordinances of the Province of the Cape of Good Hope in operation on 1st January 1938 . . . comp. by T. G. Duncan and C. Wyndham. 1938. 2 v.

Vol. 1, 1911-21 ; vol. 2, 1922-37.

Amendments and other matter of informative value indicated in footnotes.

4. Gazette

The Province of the Cape of Good Hope official gazette. No. 1, June 1, 1910 +

5. Departmental Publications

Department of public education.

Education gazette. vol. 10, 1910 +

Continues Education gazette of the Colony of the Cape of Good Hope.

Educational statistics. 1922 +

Formerly published in the Education Gazette.

NATAL

1. Minutes

Minutes of the Provincial council. 1st session, 1st council, 1911 +

Contains (a) Minutes

(b) Ordinances

(c) Printed papers (Estimates and Budget speech)

2. Printed Papers

Administration

Report of Committee . . . to enquire into the expenditure of the various provincial departments with a view to economy of administration. 1928. 12p.

F. C. Hollander, chairman.

Also in the Official gazette, April 26, 1928, p. 242-64.

Agricultural education

Report of Committee appointed to enquire into and report upon the development of agricultural science in country districts and the provision of hostels in relation thereto. 1934. 6 l. W. M. Power, chairman.

Durban. Abattoir

Report of Commission appointed to enquire into and report upon the administration of the Durban municipal abattoir. [1935] 4 l. L. Byron, chairman.

Durban. Town council

Report of Commission appointed to enquire into and report upon a statement . . . suggesting improper conduct on the part of certain members of the Durban Town council in regard to the purchase of the Midget golf course tea rooms. 1934. 3 l.

E. W. Baxter, chairman.

Education

Report of the Director of education. 1909/10 + N.P. series.

Formerly Report of the Superintendent of education. Includes Reports of Inspectors of schools, Principal of the Training college, Pietermaritzburg, Medical inspector of schools, various organizers, and Report on native education.

Report of the Adviser on technical education, and the Superintendent of education upon the working of the Durban technical college and the Pietermaritzburg technical institute. 1920. 12 p.

Report of the Education commission. 1938. x, 116 p. F. N. Broome, chairman.

Finance

Finance accounts (including trust, housing loan, village water supply and standard stock accounts), teachers' pension and provident funds accounts, and appropriation accounts . . . with the Provincial auditor's reports thereon. 1910/11 + N.P. series.

Annual general report of the Provincial auditor on the accounts of local authorities. 1, 1916/17 +

Includes summary of legislation affecting local authorities passed during the year.

Estimates of the expenditure to be defrayed and the revenue to be collected. 1911/12 + N.P. series.
Title varies.

Estimates of the expenditure to be defrayed from capital. 1925/26 + N.P. series.

Title varies.

- Formerly included in the main Estimates.
 Estimates of the additional expenditure. 1915/16 +
 N.P. series.
 Title varies.
 Formerly Supplementary Estimates.
 Speech delivered by the Administrator in moving the
 second reading of the Appropriation draft ordinance.
 1913/14 +

Fisheries

- Report of the Natal fisheries department. 1912-33.
 1925 not published. N.P. series.
 Report of Inland fisheries department. 1933/34.
 N.P. 4-1935.
 Report on Natal coast fisheries considered in relation
 to the methods of the fishing interests in the United
 Kingdom, by the Principal fisheries officer. 1913.
 11 p. N.P. 3-1913.

Game reserves

- Report of the Game reserves commission. 1935. 27 p.
 fold. map. W. M. Power, chairman.
 Report on the plant and animal ecology of the Hlu-
 hluwe game reserve with special reference to tsetse
 flies, by J. S. Henkel. 1937. 35 p. fold. map.

Horse-racing

- Report of the Racing and betting commission. [1918]
 20 p. F. S. Tatham, chairman.

Hospitals

- Reports of the Medical superintendent Government
 hospital Durban, and the Medical director Government
 cottage hospitals. 1911-13. N.P. series.

Indians—Education

- Report of the Indian education enquiry committee.
 1928. 21. J. Dyson, chairman.

Local government

- Report of Commission appointed to consider and
 report upon (1) the extension of the boundaries of
 the borough of Durban or (2) the better government
 of the local urban areas adjacent thereto. 1930.
 72 p. fold. map. J. H. Hofmeyr, chairman.

Roads

- Report of the Engineer-superintendent of roads.
 [1902/03] to March 1913, [1910-1916/17]. N.P.
 5-1913, 4-1918.
 Report of the Provincial roads engineer. 1935/36,
 1940/41.
 Report of Roads committee appointed . . . to enquire
 into and report upon a certain scheme . . . for the
 construction and maintenance of the public roads of
 the province. [1919] 14 p. G. H. Hulett, chairman.
 Report of Committee appointed to consider and report
 upon the relationship between the provincial adminis-
 tration and boroughs and townships in respect of
 main roads running through such areas. 1930. 10 p.
 F. C. Hollander, chairman.

Taxation

- Report of the Taxation enquiry committee. 1928.
 16 p. T. M. Wadley, chairman.

Teachers

- Report of the Committee appointed to enquire into the
 general question of the grading and salaries (including
 allowances and privileges) of teachers under the
 Natal provincial administration. 1930. 9 p.
 J. A. Lidgett, chairman.

Towns—Planning

- Report of the Committee appointed to consider and
 report upon the Private townships draft ordinance,
 1932. 1934. 8 1. J. Macaulay, chairman.

3. Ordinances

- Ordinances. 1911 +
 Bound with the Minutes.
 Ordinances of the Province of Natal. 1911 + N.P.
 series. Annual official ed.

4. Gazette

- The Official gazette of the Province of Natal. No. 1,
 June 1, 1910 +

5. Departmental Publications

- Education department.
 Monthly circular to schools. 1, 1924 +
 Native teachers' journal. 1, 1919 +

ORANGE FREE STATE

1. Minutes

- Votes and proceedings of the Provincial council. 1st
 session, 1st council, 31st January 1911 +
 Contains (a) Votes and proceedings
 (b) Printed papers (Estimates, Auditor's
 report, and Education report)

2. Printed Papers

Education

- Report of the Director of education. 1910/11 +
 Includes Reports of the Board of inspectors, Chief
 medical inspector of schools, Rector Normal college,
 Teachers' registration board, and Report on native
 education.
 Report of the Commission on elementary education,
 May 1916. [Majority and minority reports]. 1916.
 38 p. The Rev. W. Postma, convener.
 Report of the Education inquiry commission. 1926.
 55 p. D. J. De Villiers, Chairman.

Finance

- Budget speech of the Hon. the Administrator. 1934/35 +
 In the Votes and proceedings.
 Estimates of revenue and expenditure. 1911/12 +
 P.C. series.
 Titles varies.
 Includes Capital expenditure.
 Estimates of the additional expenditure. 1914/15 +
 P.C. series.
 Report of the Provincial auditor on the accounts. 1910/
 11 +
 Includes accounts of the James Robertson bursaries,
 Education building fund, Housing loans fund, and
 Teacher's pension fund.

Roads

- O.F.S. roads, 1928. Report on (a) classification of roads,
 (b) aligning, grading and draining of roads, (c)
 machinery to be employed on road work, (d) width
 of roads and outspans. 1928. 22 p.

3. Ordinances

- Ordinances of the Province of the Orange Free State.
 1911 +
 1922-26 in quarto,

4. Gazette

Official gazette of the Province of the Orange Free State.
No. 1, May 31, 1910 +

5. Departmental Publications

Department of education.

Quarterly circular to principals of schools. 1918 +

TRANSVAAL**1. Minutes**

Votes and proceedings of the Provincial council. 1st session, 1st council—4th session, 1st council, 18th January 1911—25th September 1913. 4 v. ; 1st session, 2nd council, 14th April 1914—23rd March 1917. 2 v. ; vol. 1, 1st session, 3rd council, 12th July 1917 +

- Contains (a) Votes and proceedings
- (b) Ordinances
- (c) Printed papers (Estimates, Select committee reports, and from 1936/37 the Budget speech)

2. Printed Papers**Education**

Council of education. Report. 1-2, 1913-14. T.P. 7-1913, 4-1914.

Education department. Report. 1909/10+ T.P. series. Includes School statistics, Reports of school inspectors, the Chief medical inspector, the Chief inspector of native education, Vocational guidance officer, Departmental psychologist, and various memoranda and miscellaneous information.

Report of the Medical inspector of schools. 1914-25 T.P. series.

Afterwards included in the Report of the Education department.

Education commission. Interim report. 1919. 10 p. T.P. 3-1919.

— Report. 1920. 104 p. T.P. 1-1920.

H. L. Malherbe, chairman.

Education committee. Report. 1928. 29 p.

Provincial education commission. Report. 1939. 302 p. T.P. 5-1939. The Rev. W. Nicol, chairman.

Finance

Budget speech . . . by the Hon. the Administrator. 1936/37 +

Estimates of the revenue to be collected and expenditure . . . to be defrayed. 1911/12 + T.P. series.

Estimates of the additional expenditure to be defrayed from revenue and loan funds. 1918/19 + T.P. series.

Estimates of the capital expenditure to be defrayed. 1921/22 + T.P. series.

Formerly included in the main Estimates.

Finance accounts, appropriation accounts and other financial statements for the financial year . . . with the Report of the Provincial auditor thereon. 1910/11 + T.P. series.

Title varies. Includes accounts of Hospital boards, School farms and Agricultural training schools, Pension and provident funds. Annual report on the accounts of local authorities included from 1935/36.

Transvaal municipal accounts. 1909/10-1912/13. T.P. series.

Game reserves

Government game reserves, Sabi and Singwitsi. Annual report. 1911-13. T.P. series.

Report of the Game reserves commission. 1918. 12 p. 3 maps. T.P. 5-1918. J. F. Ludorf, chairman.

Hospitals

Reports of Hospital committees. 1910/11-1914/15. T.P. series.

Report of Departmental committee of inquiry into the administration of Johannesburg hospital. 1912. 23 p. T.P. 7-1912. H. J. Hofmeyr, chairman.

Report of the Transvaal hospital commission. 1928. 35 p. T.P. 2-1928. E. N. Thornton, chairman.

Report by H. F. Pentz, Provincial secretary, Transvaal on a scheme of free hospitalisation. 1942. 67 p.

Local government

Report of the Local government commission (Municipal taxation and government by commissioners) 1915. 132 p. T.P. 3-1915. H. J. Hofmeyr, chairman.

Report of the Local government commission (1921) 1922. 99 p. T.P. 1-1922. C. F. Stallard, chairman.

Report of the Johannesburg and Germiston boundaries commission. 1936/37. Pts. 1-3, 1937. T.P. 1, 3, 6-1937. R. Feetham, chairman.

Main reef road

Report of the Main reef road commission. 1928. 26 p. fold. map. T.P. 5-1928. F. C. Sturrock, chairman.

Report of the Main reef road commission. 1937. 27 p. 7 fold. maps. T.P. 9-1937. A. D. Holmwood, chairman.

Markets

Report of the Transvaal municipal markets commission, 1939. 1940. 68 p. T.P. 1-1940. J. F. W. Grosskopf, chairman.

Rating

Report of the Rating of proclaimed land commission. 1927. 40 p. T.P. 3-1927. G. Hartog, chairman.

Report of the Transvaal rating commission. 1932. 66 p. T.P. 1-1933. J. H. Hofmeyr, chairman.

Roads

Return of work carried out by Roads branch. 1927/28-1928/29. T.P. series

Department of the Provincial roads engineer. Annual report. 1936/37 + T.P. series.

Report of the Commission on roads. 1921. 36 p. T.P. 2-1921. J. J. Bosman, chairman.

Shop hours

Report of the Shop hours commission. 1920. 55 p. T.P. 7-1920. J. G. Leary, chairman.

Smit, Miemi

Report of the Commission of inquiry into the appointment of Miss Miemi Smit. 1934. 24 p. T.P. 6-1934. P. I. Hoogenhout, chairman.

Social service

Report of the Relief and grants-in-aid commission. 1916. 165 p. T.P. 5-1916. J. Jeppe, chairman.

Report of the Provincial committee of inquiry into social and charitable work on the Witwatersrand. 1934. 120 p. T.P. 5-1934. L. van Schalkwijk, chairman.

Towns—Planning

Report of the Town planning commission. 1929. 26 p. T.P. 1-1930. A. B. Hofmeyr, chairman.

3. Ordinances

Ordinances, 1911 +
 Bound with the Votes and proceedings.
 Ordinances of the Province of Transvaal, 1911 +
 Annual official ed.
 Juta's provincial ordinances. Province of Transvaal, 1911 +
 Includes Statutory amendments promulgated during year. Eds. A. F. Russell, R. P. B. Davis, T. G. Duncan.

4. Gazette

The Province of Transvaal official gazette. Vol. 1, no. 1, June 3, 1910 +

5. Departmental Publications

Education department.
 Departmental circular. 1, 1923 +
 General circular minute. 1, 1934 +
 Transvaal native education quarterly. 1, 1938 +

BOOK REVIEWS

Index to South African periodicals [Repertorium van Suid-Afrikaanse tydskrifartikels. . . 2. annual cumulative volume, 1941. Johannesburg: South African Library Association, 1943. [x] 119 p. 24½ cm. Stiff wrappers. Durability paper. £2 2s. p.a. Hon. General Editor: Miss G. F. Elliott, Public Library, Johannesburg.

The South African library world owes a great debt to Miss Elliott and to her voluntary contributors for their work—probably the most important so far achieved under the auspices of the Association.

The first cumulation appeared in mimeographed form; this one is printed, thanks largely, we believe, to the Research Grant Board. A list of the periodicals indexed precedes the main work, which is arranged in 3 sections: I—Subject List of articles in English; II—Articles in Afrikaans; III—Author index, English and Afrikaans authors in one alphabet. One hundred and twenty of the 127 titles are published within the Union, 3 in Southern Rhodesia, 1, *Moçambique*, at Lourenço Marques, and 3 in London.

The Abbreviations so nearly approximate those used in the *World list* that we regret that they do not entirely conform, and also appear in italics.

The method of citation is orthodox. However, we suggest omission in future volumes of the colon sign when it follows the round bracket. Further economies could be effected (a) by abbreviating 'South Africa(n)' to 'S.Afr.' in many titles; (b) by using the initial only for a subject word in the title if it is identical with that used in the heading; (c) by using the ampersand sign instead of 'and' and 'en'.

Under the heading 'Wapens en bewapening' we get a 'see also' reference to 'Vuurwapens'; under 'Vuurwapens' another to 'Haelgewere', but no entries occur under either (p. 78). These, perhaps, are 'hopeful' or 'prospective' entries, in anticipation of a 5-year cumulation, which may materialize?

The headings 'Books. Reviews', 'Short stories', and 'Poems', and their corresponding ones in the Afrikaans section, are most welcome. They also serve to remind us to inquire again¹ whether Afrikaans and English matter could not be brought together? A List of Afrikaans Subject Headings is urgently needed. In the competent hands of the Hon. Editor and her collaborators such a list would emerge as a matter of course—and place all of us still deeper in their debt.

¹ *S.A.L.* 8 (4) 165, Apr. 1941.

Despite the use of only 6-point for the main work, double columns, and full type page, by employing bold for the headings and italics for the sub-headings, the work is easily consulted: it is a marvel of condensation; and in perusing it for this review, we have not come upon one printer's error. In other words, the *Index* achieves a typographical standard that readers of *S.A.L.* have come to expect from our printers. P. F.

NIENABER, P. J. *'n Beknopte geskiedenis van die Hollands-Afrikaanse drukpers in Suid-Afrika*. Bloemfontein, ens: Nasionale Pers, 1943. (Tweede Trek-reeks, no. 25). 3s. 3d.

Inhoud: Suid-Afrika kry 'n eie drukpers; Die stryd om die vryheid van die pers; Joernalistiek in die Kaapkolonie in die 19de eeu; Wiegedrukke en die eerste Kaapse uitgewers; Die drukpers in Natal; Die drukpers in die Vrystaat; Die drukpers in Transvaal; Die opkoms van die Afrikaanse drukpers; Die bloei van die Afrikaanse drukpers.

Die drukkers self, en die jare waarin hulle werksaam was, word genoem, sowel as hulle vernaamste uitgawes. Baie gegewens uit verspreide tydskrifartikels (waar- onder 'n aantal wat in *Suid-Afrikaanse biblioteke* verskyn het) word hier in handige vorm saamgevat. 'n Baie nuttige handboek vir bibliotekaris, kandidaat vir die bibliografie-eksamen, en almal wat belangstel in die geskiedenis van die tydskrif en die boekwese in Suid-Afrika. Net jammer dat daar geen register by is nie. E.H.

ROBINSON, A. M. LEWIN. *William McDougall, M.B., D.Sc., F.R.S.*: a bibliography, together with a brief outline of his life. Durham, N. Carolina: Duke University Press, 1943. xiii, 54 p. \$1.50.

It is not every budding bibliographer who gets his Library Diploma thesis handsomely produced (and copyrighted) by an American University Press—even though it is without his knowledge or consent. Compiled in London by Mr. Robinson, a South African now on the staff of the University of Cape Town Library, this is a neat and thorough piece of work, and an object-lesson in arrangement. There are more than 200 references to books and periodicals by and about McDougall, arranged chronologically and with descriptive annotations; a list of English and American editions of McDougall's works; and a useful index designed to show what articles there are on specific subjects. D. H. V.

SOUTH AFRICAN LIBRARY ASSOCIATION

JULY EXAMINATIONS 1943

List of Passes

ELEMENTARY EXAMINATION

English Literature—Grade A

22 candidates entered, 14 passed

Joy Blundell-Brown, Johannesburg P.L.
 Norah Cranmer Byng, Johannesburg P.L.
 Myrtle Canin, Johannesburg P.L.
 Dorothy Jean Dakers, Johannesburg P.L.
 Joan Margaret Devenish, Johannesburg P.L.
 Paula Goldberg, Wit. Univ. Library
 Barbara J. F. Nevin, Johannesburg P.L.
 Phyllis Main Nicol, Germiston (Carnegie) P.L.
 Jean Evelyn Pike, Port Elizabeth P.L.
 Naomi Pollack, Johannesburg P.L.
 Elsa McNeil Sinclair, Johannesburg P.L.
 Audrey Mabel Vos, Johannesburg P.L.
 Marjorie McRae Walker, Johannesburg P.L.
 Lisa Gebhart, Windhoek P.L.

English Literature—Grade B

2 candidates entered, 1 passed

Cecil Tshetlo, Transvaal Carnegie Non-European Library

Afrikaans Literature—Grade A

2 candidates entered and passed

Martha Aletta Barnard, Germiston (Carnegie) P.L.
 Elizabeth A. van der Linde, Bloemfontein P.L.

Afrikaans Literature—Grade B

32 candidates entered, 18 passed

Lorna Barnat, Johannesburg P.L.
 Joy Blundell-Brown, Johannesburg P.L.
 Joan Margaret Devenish, Johannesburg P.L.
 Mona Dorfman, Johannesburg P.L.
 Renate P. M. Gerdes, Johannesburg P.L.
 Lily Cecilia Hauser, Johannesburg P.L.
 Margaret Ella Hughes, Johannesburg P.L.
 Doris Anne Lloyd, Johannesburg P.L.
 Charlotte Miles, Johannesburg P.L.
 Stella Elizabeth Miller, Johannesburg P.L.
 Barbara J. F. Nevin, Johannesburg P.L.
 Naomi Pollack, Johannesburg P.L.
 Annie Thelma Rafel, Johannesburg P.L.
 Maureen A. H. Reid, Johannesburg P.L.
 Janet Rintoul-Higham
 Esther Bertha Stein, Johannesburg P.L.

Corinne Toms, Johannesburg P.L.
 Audrey Mabel Vos, Johannesburg P.L.

Classification, Cataloguing, and Library Routine

11 candidates entered, 7 passed

Pauline Cabeke, Wit. Univ. Library
 Doreen Anne Douglas, State Library, Pretoria
 Sybil Manaschewitz, Johannesburg P.L.
 Woodroffe W. T. Mbete, Johannesburg P.L.
 Phyllis Main Nicol, Germiston (Carnegie) P.L.
 Joan Ross, State Library, Pretoria
 Elsa McNeil Sinclair, Johannesburg P.L.

WHOLE ELEMENTARY EXAMINATION

The following are now entitled to receive Elementary Certificates:—

Myrtle Canin, Johannesburg P.L.
 Mabel Audrey Druce, Wit. Univ. Library
 Charlotte Miles, Johannesburg P.L.
 Stella Elizabeth Miller, Johannesburg P.L.
 Barbara J. F. Nevin, Johannesburg P.L.
 Florrie Nottes, Johannesburg P.L.
 Corinne Toms, Johannesburg P.L.

INTERMEDIATE EXAMINATION

Part 1. Cataloguing

14 candidates entered, 3 passed

Colette Oechsner de Coninck, Wit. Univ. Library
 Gladys Jean Dougherty, Wit. Univ. Library
 Olga Hilary McDonald, Johannesburg P.L.

Part 2. Classification

14 candidates entered, 4 passed

Pamela Elliott, Wit. Univ. Library
 Anna Barbara Hanekom, (Formerly) State Library
 Olive G. V. McIntyre, Kimberley P.L.
 Annette Rabinowitz, Johannesburg P.L.

WHOLE INTERMEDIATE EXAMINATION

The following are now entitled to receive Intermediate Certificates:—

Anna Barbara Hanekom, (Formerly) State Library
 Charlotte Miles, Johannesburg P.L.
 Stella Elizabeth Miller, Johannesburg P.L.
 Florrie Nottes, Johannesburg P.L.

FINAL EXAMINATION

Part 2. Bibliography and Book-Selection

4 candidates entered and passed

Maris Stella Bradshaw, S.A.P.L., Cape Town
 Madge E. Green, Randfontein P.L.
 Betty Jenny Harris, Johannesburg P.L.
 Lorce Elizabeth Taylor, Johannesburg P.L.

Part 3. Advanced Library Administration

2 candidates entered and failed

GERMAN LANGUAGE TEST

1 candidate entered and passed

Charlotte Miles, Johannesburg P.L.

ITALIAN LANGUAGE TEST

1 candidate entered and passed

Maris Stella Bradshaw, S.A.P.L., Cape Town

EKSAMEN IN ELEMENTÈRE

AFRIKAANSE LETTERKUNDE

Hersiening van leerplan en boekelys

(Hierdie hersiening sal met die eksamens in Julie 1944 in werking tree).

1. Algemene oorsig van die geskiedenis van die Eerste en Tweede Taalbeweging.
2. Algemene oorsig van die Afrikaanse letterkunde, met spesiale kennis van die volgende figure :-
 - i. *Poësie*. Eugène Marais, J. F. E. Celliers, Totius, C. L. Leipoldt, D. F. Malherbe, A. G. Visser, Theo Wassenaar, Toon van den Heever, J. R. L. van Bruggen, T. J. Haarhoff, C. M. van den Heever, N. P. van Wyk Louw, W. E. G. Louw, Elisabeth Eybers, I. D. du Plessis, Uys Krige.
 - ii. *Prosa*. S. J. du Toit, J. Lion Cachet, G. S. Preller, J. H. H. de Waal, C. J. Langenhoven, D. F. Malherbe, Jochem van Bruggen, Léon Maré, Sangiro, Marie Linde, C. L. Leipoldt, C. M. van den Heever, G. C. en S. B. Hobson, Abraham Jonker, J. van Melle, Mikro, Dirk Mostert, Sophie Roux, Hettie Smit, P. J. Schoeman.
 - iii. *Drama*. Melt J. Brink, J. F. E. Celliers, C. J. Langenhoven, J. F. W. Grosskopf, D. F. Malherbe, H. A. Fagan, C. L. Leipoldt, J. C. B. van Niekerk, P. W. S. Schumann, E. A. Schlengemann, Eugène Marais, Eitemal, Uys Krige.
 - iv. *Kritiese geskrifte oor die Afrikaanse letterkunde*. Genoeg kennis van die inhoud van die werk van Dekker, Kritzinger, die Louws, F. E. J. Malherbe, Schoonees, en van den Heever om voorligting aan lesers te verskaf.
 - v. Oorspronklike werk uit Bloemlesings. Geen vrae wat aanhalings uit oorspronklike werke eis sal gestel word nie, hoewel passende aanhalings die waarde van 'n antwoord natuurlik verhoog.
 - vi. Beknopte oorsig van algemene Afrikaanse vakliteratuur, b.v. geskiedenis, onderwys, en popu-

lêre wetenskap. (Aantekeninge oor hierdie gedeelte van die leerplan is op aanvraag van die Sekretaris van die Vereniging verkrygbaar). Genoeg kennis om voorligting aan lesers te verskaf word vereis.

VOORGESKREWE WERKE

- Bot, A. K. en Kritzinger, M. S. B.** Letterkundige leesboek. Deel 1 ; 5de druk. Van Schaik, 1936. 8s. 9d.
 — Letterkundige leesboek. Deel 2 : Ons jongste letterkunde van ongeveer 1925-1940. Van Schaik, 1940. 7s.
Dekker, G. Afrikaanse literatuurgeskiedenis. 3de druk. Nas. pers, 1941. 8s. 9d.
Malherbe, D. F. Afrikaanse letterkunde : 'n bloemlesing. 8ste verbeterde druk. Nas. pers, 1934. 8s.
Nienaber, G. S. en P. J. Geskiedenis van die Afrikaanse Beweging. Van Schaik, 1941. 7s. 6d.
 (Die meer beknopte werk van dieselfde skrywers, "Die opkoms van Afrikaans as kultuurtaal" (Van Schaik, 1943. 3s. 6d.) kan as aanvullingsboek gebruik word).
Pienaar, E. C. Taal en poësie van die Tweede Afrikaanse Taalbeweging. 4de verm. druk. Nas. pers, 1931. Uit druk.
Schoonees, P. C. Die prosa van die Tweede Afrikaanse Taalbeweging. 3de omgewerkte en vermeerderde druk. H.A.U.M., 1939. 12s. 6d.

AANBEVOLE WERKE

- Afrikaanse Studentebond.** Gedenkboek ter ere van die Genootskap van Regte Afrikaners. Potchefstroom : A.S.B., 1926. 17s. 6d.
Bosman, F. C. L. Die Afrikaanse drama. In Tydskrif vir wetenskap en kuns. 16. jaargang, 1-2. aflewering : 12, 53-76, Okt. 1937, Jan. 1938.
Buning, Tj. Uit ons digkuns. 6de druk. Van Schaik, 1941. 4s.
Kritzinger, M. S. B. Plate-atlas by die Afrikaanse letterkunde. Van Schaik, 1931. 12s. 6d.
Louw, W. E. G. De nuiewere Afrikaanse poëzie. 's Gravenhage, Holland : Daamen, 1939. Uit druk.
Malherbe, F. E. J. Aspekte van Afrikaanse letterkunde. Nas. pers, 1942. 8s. 9d.
Nienaber, G. S. en P. J. Geskiedenis van die Afrikaanse letterkunde tot einde van die 19de eeu. Van Schaik, 1941. 10s. 6d.
Pienaar, E. C. Digers uit Suid-Afrika : bloemlesing. 12de druk. H.A.U.M., 1942. 7s.

TYDSKRIFTE

- Afrikaanse Skrywerskring.** Jaarboek. 1936- c. 4s. 0d.
Brandwag. Johannesburg. Weekliks. 12s. 6d. p.j. (Veral maandelikse lys nuwe Afrikaanse boeke).
Huisgenoot. Kaapstad. Weekliks. 15s. p.j.
Ons eie boek : 'n Afrikaanse boekegids. Kaapstad. Driemaandeliks. 6s. p.j.
Repertorium van Suid-Afrikaanse tydskrifartikels. Suid-Afrikaanse Biblioteekvereniging, Posbus 246, Germiston. Halfjaarliks. £2 2s. p.j. (Vir register op boekbesprekings).

BIBLIOGRAFIE

- Nienaber, P. J., samesteller.** Bibliografie van Afrikaanse boeke. Johannesburg : Publicité Handelsreklamediens, Bpk., Posbus 4892. 1943. £3.

ELEMENTARY CATALOGUING

Revision of Syllabus

- A. Purpose of Cataloguing.
Kinds of Catalogue :
 - (a) Physical form (Sheaf, Card, and Printed Book)
 - (b) Abstract form (Author, Subject, Dictionary, and Classified)
- B. Elucidation of the title-page.
- C. Style for author card as set out in either Akers, Freer, or Ormerod. Use of the unit card.
- D. Personal authors, i.e. Simple surnames (as given in Akers), compound surnames, surnames with prefixes, changed names, noblemen with family names and titles, pseudonyms, and forenames. (Corporate authors are excluded).
- E. Simple subject entries.
- F. Title entry as main entry, excluding serials.
- G. Added entries, i.e. joint authors, editors, translators, subjects, titles, form, and series.
- H. Author and subject references.
- I. Simple analytics.
- J. Simple rules for alphabetical arrangement as set out in Freer's *Outline of card cataloguing practice*.

Candidates will not be required to do any practical cataloguing except that needed for the correct setting out of an author (main entry) card. Questions on the principles of other aspects of cataloguing will be asked, covering any of the topics D-J.

SUB-COMMITTEE

ON BIBLIOGRAPHICAL PROJECTS

THE original purpose of this Sub-Committee was to draw up a list of the bibliographical projects, particularly of a South African nature, that were being carried out by individual libraries, and to compile basic desiderata for the work that remains to be done. Without such a list, and without reference to some central body, it is likely that time and effort will be wasted, as it has been in the past, in needless duplication.

The Survey here attached must be regarded as very tentative. The most that is claimed for it is that it provides a starting-point for future bibliographers, and for the scientific planning of co-operative projects similar to the *Index to South African periodicals*.

Recommended

- (i) That the Survey be circulated to the larger libraries for comment and suggestions, and thereafter printed in *S.A.L.* as a basic programme;
- (ii) That librarians and bibliographers be asked through the medium of the *Journal* to inform the Editor of new work undertaken, to prevent overlapping and duplication;
- (iii) That the Education Sub-Committee be asked to consider the introduction of practical bibliography-compilation as part of the Final Bibliography Course, similar to that required by the Library Course at the University of Cape Town.

D. H. VARLEY,
Convener.

22. January 1943

BIBLIOGRAPHICAL DESIDERATA
FOR SOUTH AFRICA

GENERAL CONSPECTUS

1. *Bibliographies of bibliographies*

A tentative list compiled by P. Freer and D. H. Varley appeared in *S.A.L.* 10 (2-3) 38-42, 66-73, Oct. & Jan. 1942-43 and will be kept current.

2. *National Bibliographies*

We have: Mendelssohn's Catalogue, supplemented on MS. and cards in the Parliamentary Library, and by Mr. Ribbink's *Annual list of Africana*; Copyright lists of the State Library, Pretoria, Natal Society's Library, and Bloemfontein Public Library; accession lists of the Gubbins Collection; South African Catalogue of Books; and various bibliographies mentioned in (1) above.

We need: A thoroughly revised and greatly supplemented Mendelssohn, to include mention of all known books and printed items of South African interest, annotated, with location marks; to be kept up to date with regular supplements.

Main sources: The Mendelssohn and Jardine Libraries of the Parliamentary Library as a basis, to be supplemented and cross-checked by the collections in the South African Public Library, the Gubbins at Witwatersrand University, the Strange at Johannesburg, and the collections in [the State Library], Kimberley, Port Elizabeth, and Durban, the Universities of Pretoria, O.F.S., and Stellenbosch, besides collections in private possession.

3. *Subject bibliographies*

For those so far accomplished and in progress, see (1) above.

Each year the bibliography students at Cape Town work on a limited subject; those finished in 1942 include: State Medicine in South Africa, and the work of de Waal and von Wielligh in the early Afrikaans Press. A bibliography of South African children's books is also being compiled.

Wanted: A panel of subjects within the capacity of librarianship students, and of practical use in daily reference work.

4. *Dictionaries*(a) *National Biography*

We have a *S.Afr. Who's who* over a period; partial lists, such as Miss Gunn's and Mr. Rosenthal's, and a working list in the *S.A.P.L.*; the unpublished 5th volume of the Royal Empire Society's catalogue; the *Afrikaner Personeregister*; a good deal of information scattered through Mendelssohn, and much more in the periodical literature of the century, as yet untouched.

(b) *S. African place-names*

We have the recommendations of the Commission on Place-names; Botha, Pettman, scattered articles; and not much else.

(c) *S. African English*

A few articles only; and "Africanderisms".

The compilation of these dictionaries is outside the scope of librarians themselves, but there are possibilities in the following suggestions by Mr. A. C. Partridge:—

"In every large town of the Union there is a reading public with plenty of leisure and intelligence that could be roped in to help [with such a project]. . . . The proposal I would like to make is that the larger

libraries throughout the Union be invited to call on their regular members to form a local Bibliographical Society, each under the chairmanship of a specialist librarian; that say half a dozen competent persons be selected from each local branch to co-operate in the national scheme under the control of your committee; that these persons be instructed in the methods of compiling an index of available material; and that the latter be farmed out by the Central Committee according to the books, periodicals, etc., accumulated in each centre.

"Co-operating members would have to undertake to devote a certain time per week to the task and to see the work through. Those who fall by the way could be replaced by other members of the branch. In this way you would probably secure at least 100 enthusiastic amateurs helping you in the national scheme, and the work, as it comes in, could be scrutinized, first by the local chairman, and then by the central committee, which would be responsible for its final assembly for publication. A period of ten to fifteen years would probably see the pre-Union material completely indexed."

5. Indexes

(i) Periodicals

(a) *Current*. We have the *Index to S. Afr. periodicals*, which is of first importance and must be maintained.

(b) *Retrospective*. Apart from the R.E.S. Catalogue, vol. 1, and the incomplete list in Mendelssohn, there is nothing available. *Wanted*: A classified subject index back to 1824. This is feasible as a co-operative effort between the larger libraries.

(ii) Newspapers

The Cape Argus has W. Fairbridge's useful card index; *The Star* its own unprinted index. Librarians themselves could hardly undertake this work, but pressure could be brought to bear on the papers themselves to publish their indexes in the general interest.

(iii) Blue-books

(a) *Current*. See (1) above. We have the lists in S.A.L., the *S. Afr. economic journal*, and so on, and in the State Library, Pretoria, copyright list.

(b) *Retrospective*. See (1) above, and the good list in C.H.B.E., vol. 8. *Wanted*: Classified or subject index. This would need to be a co-operative project. The J.P.L. and S.A.P.L. are prepared to make a start.

(iv) Portraits

The J.P.L. has a growing card-index; the S.A.P.L. has begun one and has many portraits in files; other libraries doubtless have their own working files. The R.E.S. Catalogue, vol. 5, if and when published, will contain a good index to portraits.

(v) Music

The S.A.P.L. has a collection of sheet music published in South Africa with a card index. There is much fugitive material however. Prof. Kirby?

6. List of anonyma and pseudonyma

Mrs. Knox-Shaw is at present working on this; it is intended to publish it, when sufficiently advanced, as one of the Bibliographia series of the S.A.L.A.

¹ Nienaber, P. J., *samesteller*. Bibliografie van Afrikaanse boeke. Johannesburg: Publicité Handelsreklamediens. Bpk., Posbus 4892. 1943.

7. List of early Afrikaans Africana

The Brothers Nienaber¹ have worked on this; but the most complete list is the one in the possession of Mr. Ian Murray, now on active service.

8. Check-lists

(i) Periodicals

Current and retrospective serials are listed in the S.A.P.L. list, shortly to be mimeographed. Current serials are listed in a list compiled by Mr. Rosenthal².

The Lloyd/Freer lists (Science and Humanities) are on the way.

(ii) Newspapers

List in the S.A.P.L. on cards, with dates.

(iii) Maps

List in the S.A.P.L. on cards.

These need to be published: staff shortage holds them up.

9. Union list of incunabula

Card catalogue in S.A.P.L., in detail, of all known incunabula in South Africa. Most of these are in store at the moment, and publication must await their return for checking.

10. Union Catalogues

A Union Catalogue for Central Library purposes is being compiled at the Central Library, Pretoria.

A Union Catalogue of books and periodicals in the Cape Peninsula and Stellenbosch is being discussed in Cape Town.

ADMINISTRATIVE COUNCIL

Extracts from Proceedings

New Branches of the S.A.L.A. The Council has approved the formation of the Northern Transvaal Branch and the Orange Free State Branch.

Index to South African Libraries. The Council has approved a grant for the work of compiling a cumulative index to volumes 1-10.

EDUCATION SUB-COMMITTEE

Extracts from Minutes of a meeting held on 31. August 1943

Diplomas. The issue of the Diploma of the S.A.L.A. to Miss Sibyl Nicholson, B.A., was confirmed.

The award of the Diploma was granted to Miss L. E. Taylor, B.A., and Miss B. J. Harris, B.A.

Examinations, December 1943. Examinations will commence on 1. December. [Candidates are reminded that applications for admission to the Examination should reach the Hon. Secretary for Examinations, Medical Library, Medical School, Hospital Street, Johannesburg, not later than 15. October].

Language tests. It was agreed to add Hebrew to the Ancient Languages under Scheme, par. 5.

Textbook for Final Administration. It was agreed to add: McCOLVIN, L. R. Public library systems of Great Britain. London: Library Association, 1942. 5s.

Pass-marks. It was agreed to raise the pass-mark for the Language Tests (Scheme par. 5) from 33½ to 40 per cent; and to raise the pass-mark for the Elementary Literature Grade B from 35 to 40 per cent.

Correspondence Course fees. It was agreed to suspend the regulation whereby fees could be paid by instalments. (S.A.L. 4 (2) 65, Oct. 1936).

(Concluded on page 48)

² Cf. S.A.L. 10 (3) 72, col. 1, Jan. 1943.

SCHOOL AND CHILDREN'S LIBRARY SECTION

South African Library Association, Transvaal Branch

Vol. 4

October 1943

Nos. 2/3

PHYSICAL EDUCATION AND MENTAL EDUCATION

E. HARTMANN

I HAVE often been struck by the parallel in the birth and development of the physical education movement and the library movement in our schools, and have pondered over the more spectacular advance of the former. A brief comparative sketch of the history of the two movements, as far as I have been able to trace them in the Transvaal, may be of interest to those who are striving for improved school library facilities.

Beginning the survey with the Report of the Transvaal Education Commission of 1917, we find there official recognition of the importance of both physical education and libraries in schools. "Physical training, not merely drill, should be regarded as an indispensable element in the curriculum. . . . This training is not meant primarily to give exercise. . . . The training is meant for the correction as well as the prevention of physical defects and should include some exercises intended to develop bodily control. . . ."¹ No immediate important practical steps in connexion with physical training seem to have been taken, and for many years to come it was left in the hands of class teachers with little or no preparation, or to "retired army instructors", with no special training for work with children.

The reference to the library situation is a little more positive. "We believe that the education given in our schools can only be said to be worthy of the name when it fosters in the public a desire for reading and investigation on their own initiative. . . . The more the parents can be persuaded to read, the easier will be the task of the teacher in developing in the children a taste for reading." A recommendation is made that country teachers and parents should be given the opportunity to read by a system of travelling libraries operated from the larger public libraries.²

As regards libraries for the children themselves, a detailed description is given of the Germiston Public Library's Schools Circulating Library, then recently inaugurated. At its inception this scheme

was subsidized by the Transvaal Education Department by a grant of £50, soon increased to £100. (It was later increased from time to time to amounts fluctuating between £100 and £600, with an additional special grant of about £400 in 1935). In 1917 the Germiston Library was prepared to extend its service to all schools in the Transvaal on certain conditions, the chief being that the Education Department should provide a subsidy equal to 8d. per child of the school population. Now, 25 years later, these conditions have not yet been fulfilled, though the scheme has grown enormously.

The "system of travelling libraries" has found a beginning in the Transvaal Rural Free Library (established 1929), which, though extensive, by no means covers the whole Province either.

Apart from the grant to Germiston, the Transvaal Education Department had since pre-Union days allocated grants-in-aid for "equipment", including libraries, on the £ for £ basis. These grants, however, were little more than a gesture in recognition of the principle that every school should have a library. £20 a year, shared with musical and other equipment, did not leave much scope for the imagination. The anomalies of the £ for £ system have been frequently pointed out. Indeed, they have at last been recognized by the Education Department itself, and in 1942 a concession was made by Administrator's Notice No. 148, making provision for special grants for library books and pictures for schools which cannot contribute any amount towards purchase of educational equipment. [*Transvaal provincial gazette*, no. 1742, 6. May 1942. Quoted in *South African libraries* 10 : 82, Jan. 1943].

No specific provision was made for accommodation. No standards of selection or use were mentioned. No provision was made for administration. In spite of the grants, a large proportion of the school libraries lapsed into moribund affairs such as those which were absorbed and rejuvenated by the Germiston system, and later by the Johannesburg Public Library's Schools Library.

Notwithstanding the 1917 Commission's recom-

¹ Transvaal Education Commission, 1917-1919. Report. (T.P. 1-1920). p. 22.

² — p. 46.

mendations, the Annual Reports of the Education Department make no further specific reference to either physical education or libraries till 1935. In the statistical tables for 1918 to 1925 we find under "Finance" entries for "School Libraries" for amounts varying from £400 to £1,300. After 1925 separate entries for payments to school libraries disappear, absorbed, presumably, in "grants-in-aid" for all sorts of purposes. In the 1943 Estimates, however, they again appear as a separate item (see below).

In 1929 a grant of £360 was made to the Transvaal Farmers' Free Library (later "Transvaal Rural Free Library"), which in that year began sending out boxes of books to rural centres. These centres were often established in schools, and children's books were included. After cessation during the depression this grant was restored in 1935 and increased to £580, and by 1941 it stood at £1,430. The direct benefit to school libraries, however, was small.

(It may be mentioned that under the provisions of Government Notice No. 92 of 1902 the Transvaal Government, and later the Provincial Council, made small annual grants to *public* libraries on the £ for £ basis).

In 1935 the £ for £ grants to schools, which had been stopped during the depression years, had been restored, and "the instantaneous response was very encouraging."¹ At the same time the Germiston School Library System received an additional grant of about £400 (total £1,000), but this was for one year only, to tide over the depression.

About this time the educational authorities turn their searchlight once again on both physical education and libraries, and now suddenly physical education leaps ahead with positive measures, while the libraries are left with sound principles and vague recommendations.

In the 1935 Annual Report of the Transvaal Education Department we read:—

The physical fitness of our pupils leaves much to be desired, and, what is worse, the Department is at present doing very little to improve it. As improvement is impossible without trained teachers, steps have been taken to appoint physical instructors at all normal colleges in the Transvaal; this will at least ensure that all students graduating from them in future will have had a thorough grounding in the subject.

... The appointment of two physical training instructors, one man and one woman, at each of our four Normal Colleges² would make it possible to train students, as well as to supervise and improve physical education in a limited number of schools. These appointments would

not suffice. They would constitute a good beginning. If we are to keep abreast of the times, physical education will have to be writ large in the educational programme of the Transvaal, which is not the case at present. This might be achieved if, in addition to the measures recommended above, at least three travelling instructors of physical education were to be appointed.

... Credit is ... due to the High Schools of the Transvaal for their attitude towards physical training in the past; at quite a number of these, especially high schools for girls, there are full-time games' mistresses whose salary is paid out of school funds and not by the Department. *Because an extension to all schools of the system of paying physical culture specialists from school funds is out of the question*, the responsibility of the Department to do the utmost to ensure physical fitness is all the greater.³

The 1936 Annual Report of the Union Education Department contains a two-page discussion on the benefits of physical education, and it is stated that "at the recent Conference on physical education held by representatives from Defence, the Department of Public Health, the Provinces, and the Union Education Department in Bloemfontein, there was unanimity of opinion in regard to the desirability of active steps being taken in this direction [organizing physical education]."⁴

Things now moved rapidly. In 1937 the Union Government made a grant of £15,000 for physical education in schools (further grants of £25,000 and £10,000 for physical education by Defence and by voluntary organizations were also made). This was divided: Cape £4,000, Transvaal £3,000, Natal £2,000, O.F.S. £2,000, Union Education Department £1,700, University of Stellenbosch £1,300. The Transvaal used its allocation for the training and salarizing of specialists (*inter alia* by the granting of a number of loan bursaries), and in 1938 each of the Normal Colleges was given its two physical training instructors recommended in 1935.⁵ At the same time the Union Education Department granted a number of outright bursaries for the training of specialists.

The Scheme for staffing physical education in the schools was laid down as follows: Of the 40 high schools in the Province 10 are to have full-time specialists. The remaining 30, together with a few other schools, are to have 20 specialists between them.⁶ (In 1940 it is reported that 32 such posts have been created—the number of high schools has now increased to 46—and that 29 of these have already been filled).

In the 1940 Report it is stated to be impractic-

³ Transvaal Education Department. Report. 1935. (T.P. 4-1936). p. 18-19.

⁴ Union Education Department. Report. 1938 (U.G. 57, '37). p. 69-70.

⁵ Transvaal Education Department. Report. 1938. (T.P. 4-1939). p. 22.

⁶ — p. 32-34.

¹ Transvaal Education Department. Report. 1935. (T.P. 4-1936). p. 21.

² Italics occurring in quotations are mine throughout.

cable to extend the system of specialists to primary schools.

Dual purpose teachers, i.e. teachers who do the ordinary class work and have taken a course in physical training as well, are required for these schools. The Department therefore decided to start one-year courses for certificated teachers who wish to qualify for this additional work. A course for men was started at Heidelberg and a course for women at Pretoria. It is hoped that in course of time a sufficient number of teachers will qualify to make it possible to have at least one of them on the staff of each school [i.e. over 700].¹

Similar courses were to be instituted in other subjects: woodwork and metalwork; domestic science; art, music and singing; junior work; with commercial subjects and librarianship to be introduced in 1941.

The Report goes on to say that the entries for the one-year courses were disappointing. Nevertheless, 8 teachers completed the physical education course and 4 the handcraft course. The librarianship course in 1941 was even more disappointing—the whole course was abandoned because of insufficient applicants! One wonders whether the conditions attaching to the course are sufficiently attractive: a year's study leave with no pay and no form of subsistence except one's own savings, and the only compensation two salary increments instead of one at the end of the course; or whether the attractions of library work are not yet sufficiently appreciated. No doubt the beginning already made at the Johannesburg Normal College of giving short courses in library work to all final year students will in time help to remedy this state of affairs.

But I am running ahead. Let us return to the libraries. In 1936 the maximum for grants-in-aid—still £ for £—was raised from £10 to £20. In 1937 this was further raised for schools with an enrolment of over 200 pupils to 2s. per pupil. "Whilst schools made good use of these facilities, they did not do so to the extent anticipated. *This remark applies particularly to grants in aid of school libraries*".² The 1938 Report states: "... the amounts for school libraries and pianos each showed a small balance that was not required by the schools."³ This gives food for thought. The library grants are small enough in all conscience. Why this slackness in taking full advantage of them? Are the libraries so adequate that they have no need of every penny they can get?

No doubt many schools failed to qualify for grants through being unable to raise their own equivalent share. An equally serious cause is probably to be found in the prevailing system of administering school libraries. The librarian-in-his-spare-time-teacher faced with a few pounds to spare at the end of the year has little time to go systematically through his shelves to fill in the gaps; nor, without an introduction to the bibliography of junior literature, would he be very sure how to set about filling them. A trained librarian, with a reasonable amount of time at his disposal, will not have much of an unexpended balance even out of a £20 grant. In many cases the principals are to blame because of their lack of interest in their libraries; often they are not even aware of the grants available for library purposes. Great credit is due, however, to the small band of teacher enthusiasts who have done splendid work in their school libraries.

The Transvaal Education Commission of 1937 indeed declares:—

"It is impossible to overestimate the importance of the library to the school. The mental development of the smallest pupils is greatly stimulated if they can be brought to enjoy pictures and books. Older pupils show unexpected progress in all branches of study when they learn to forage for themselves in the library."⁴

Then follows a somewhat complacent survey of what is being done by the Department. Schools may spend part of their book requisitions on library books; grants-in-aid of libraries are given, and "*within the amount of their annual allocation for equipment schools are at liberty to order encyclopaedias, atlases, dictionaries and suchlike books of reference.* . . . The Commission recommends as a policy to be accepted that every school should have a *library adequate to its needs.*"

While physical education is accorded a whole corps of specialists, the libraries apparently can run themselves, or at least anyone can run them in his spare time. Obviously at that stage the education authorities reclined in blissful ignorance of anything but the vaguest conception of what the provision of a school library "*adequate to . . . the needs [of the school]*" implied.

Elsewhere the Commission recommends that one of the duties of Parents' Boards should be "to encourage the establishment and development of a school library".⁵ Why the Parents' Board? Why not the Department? In 1935 the Department itself had maintained that the extension to

¹ Transvaal Education Department. Report. 1938. (T.P. 4-1939). p. 33.

² Transvaal Education Department. Report. 1937. (T.P. 4-1938). p. 22.

³ Transvaal Education Department. Report. 1938. (T.P. 4-1939). p. 38.

⁴ Transvaal Provincial Education Commission, 1937. Report. (T.P. 5-1939). par. 579, p. 157.

⁵ — par. 124, p. 33.

all schools of the system of paying physical culture specialists from school funds was out of the question (see above).

This same Report, in referring to physical education, has the following statement:—

"Some witnesses have maintained that it is badly neglected in many schools and that it is not yielding the results expected from it. The facts are:—

- (a) Very few teachers have the training and preparation to conduct physical training in such a way that the pupils really get the full value from it; indeed, some of our witnesses assert that in the past *definite harm has been done to children by the employment of untrained teachers in this subject.*
- (b) Most schools are not equipped suitably for physical culture lessons.
- (c) Physical culture fares no better at present than any other cultural subject in the competition for time with the regular examination subjects during the limited school day.¹

These remarks might have been applied with a little modification and quite as much justification to library provision. Did it occur to anyone on the Commission that very "definite harm" might be done, in fact was being done all along, to the mental development of the school-children by inadequate library provision? That keen, inquiring young minds were being blunted because the library, if there was one, did not contain the right books to answer their questions? Or that wrong information was being absorbed because the books were not up to date? Or that a biased outlook was being developed because the book selection was not well balanced, or the pupils not encouraged in the right way to read from all angles? Or because no guidance, or no guidance of the right kind was available to show them how to make the best use of the books available?

These things—judicious selection and wise guidance—are not as a rule things that are done by instinct. The exceptional person might equip himself adequately for them by privately "reading up" the subject. But so might the exceptional person equip himself for physical training teaching. Still less can selection and guidance be done adequately in a teacher's spare time. As each primary school should have its "dual-purpose" teacher for physical training (see above) so each school should have an equivalent member of staff for library work, with special training and with work in the library included as part of his ordinary time-table. (For the present even high schools would have to be content with this arrangement).

Argument (c), the time factor, has usually been

¹ Transvaal Provincial Education Commission, 1937. Report. (T.P. 5-1939). par. 663, p. 175.

produced when the library profession has approached the Normal College in connexion with library courses.

All the difficulties were immediately tackled in a practical way as far as physical education was concerned. Provision was made for training and appointing specialists, as we have seen. Assistance was obtained, it is true, from the Union Government. Why could not the Government be induced to give similar support for school libraries?

In 1942 the Government granted £2,000 for rural libraries, from which rural school libraries might draw some small benefit. Compare this with the total grant of £50,000 made in 1937 for physical education, £15,000 of this being for schools (see above).

Let us look at the time factor in the Normal Colleges again. The same 1937 Commission Report states that "Physical Culture should be taken by all students in training during the full period . . . and to ensure that the whole profession is made conscious of the value of physical culture."² Against that "Librarianship and vocational guidance would only require a few lectures each." Evidently it was not considered necessary for the embryo teacher to obtain much of a grounding in using books himself, or in guiding his pupils to do so, nor for the profession to be made conscious of the value of the library.

Actually the Commission did recommend:—

- (a) That each of the Normal Colleges be encouraged and assisted to establish a first-class library.
- (b) That provision be made for the adequate control of the Normal College Library, the ideal being that each should have a fully trained librarian in charge.
- (c) That a short course in librarianship be given annually at each Normal College and that all students should take it.³

How the Department reacted to these recommendations is seen in a letter addressed by the Department to Principals of Normal Colleges and Inspectors of Education in February 1940, as follows:—⁴

Circular Minute No. 11 of 1940.

To: Principals of Normal Colleges and Inspectors of Education (for their information)

Report of Education Commission: 1939
Normal College Libraries: (par. 587)

I am directed to append hereto the recommendations of the Commission regarding normal college libraries.

- (a) That each of the Normal Colleges be encouraged and assisted to establish a first-class library.

² Transvaal Provincial Education Commission, 1937. (T.P. 5-1939). par. 16, p. 43.

³ — par. 587, p. 158.

⁴ Quoted in *South African libraries*, 7: 181, Apr. 1940.

- (b) That provision be made for the adequate control of the Normal College Library, the ideal being that each should have a fully trained librarian in charge.
- (c) That a short course in librarianship be given annually at each Normal College and that all students should take it.

This would include book selection for children. As far as (a) is concerned, increased assistance has recently been granted to normal colleges.

Regarding (b), the Department is not prepared to approve the appointment of a full-time librarian.

The Department is prepared to accept the recommendations contained in (c), and I am to ask you to be good enough to take steps to introduce such a course forthwith.

(Signed for Secretary)
Transvaal Education Department

This letter was promptly criticized as it deserved by the library profession. It again betrays an almost complete lack of understanding of the nature of library work. Presumably any member of a Normal College staff can conduct a course in librarianship in his stride. The failure to recognize the need for a full-time librarian, or even to attempt to make any suggestion for more adequate control of the library, is still more astonishing. At Johannesburg a part-time librarian has now been appointed, but though this may be considered an advance on transitory student librarians, it does not do away with the defects of only part-time opening of the library, and lack of professional training for the work.

One of the Normal Colleges, with spacious new buildings, all the best in gymnastic equipment, and elaborately laid-out grounds, has one small room marked "Library", stocked only with a model collection of specimen books from the Education Department. The ordinary working library consists entirely of subject libraries in the subject lecture rooms. Under such an arrangement the facilities for real co-ordinated study, with general reference books and correlated subject books at hand, must necessarily be very imperfect. Does not this encourage studying from a limited number of books only, and discourage the development of a proper perspective? Again, what kind of "control" exists, under such a system, compatible with adequate access and a fair circulation of much-used books to all students? Surely the well-balanced mental training of our teachers requires that a library of reference books should be accessible at all times of the day; and that an *ad hoc* official should be in charge, to control the circulation, to mention only one important duty.

The rapid progress of physical education seems to be in large part due to the vigorous action of the National Advisory Council on Physical Edu-

cation. The Council was appointed in 1938, in the first instance to administer the grants made by the Government for the promotion of physical education (referred to above), to draw up syllabuses, and to investigate problems concerned with physical education. Almost immediately steps were taken "towards reaching some agreement between various educational authorities as to essential requirements of a syllabus of physical education for school children". Actually a syllabus for junior schools was published in 1941 and one for senior schools in 1943.¹

In his foreword to the former publication, the Hon. J. H. Hofmeyr says: "The National Advisory Council for Physical Education . . . has established itself as an indispensable part of our educational system. . . ." Among important developments initiated by the Council may be mentioned the appointment of a Physical Education Medical Research Committee. The members of the Committee are public officials such as the Secretary for Public Health, the Director of the S.A. Institute for Medical Research, the Chief Medical Inspector of the Cape Education Department, and so on. Investigations include the value of daily physical exercise and the time devoted thereto; the relative value of various forms of physical exercise, *having regard to inter alia their [the pupils'] future careers*.² (One is tempted to ask whether the mental preparation of pupils is not as pertinent to their future careers as their physical fitness).

The National Advisory Council has further formed a publicity committee "to furnish that section of the public interested in physical education with the necessary information, and to popularize physical education among that section of the population which shows no interest".⁴ Need we not also popularize mental education?

The 1940 Union Education Department Report states that physical education was introduced as a compulsory subject in the institutions of the Department in 1939. At the outset existing staff members were to be trained by the Department's physical education organizers. But "physical education . . . may become dangerous in the hands of

¹ Union of South Africa. *National advisory council for physical education*. Physical education syllabus: junior book. Pretoria: Govt. ptr. 1941/Unie van Suid-Afrika. *Nasionale adviserende raad vir liggaamlike opvoeding*. Leerplan vir liggaamlike opvoeding: junior boek. Pretoria: Staatsdrukker. 1941.

— Senior book I/Senior boek I. *Ibid.* 1943.

² Quoted in: Union Education Department. Report. 1940. (U.G. 8-1942). p. 11.

³ — p. 11-12.

⁴ — p. 12.

the untrained teacher who does not always realize the risks to which he may expose the pupils, and consequently the policy followed by the Department must be regarded as temporary".¹ The same idea had been expressed by the Transvaal Education Commission a few years earlier. Significantly no report of the U.E.D. makes any mention of libraries in its institutions.

Do not suppose that I am against this development in physical education. Far from it. Indeed, the better the child's physical fitness, the more fit he will be to derive full benefit from the mental fitness facilities we would wish to provide for him. The complaint is not that physical education facilities *are* provided, but that library facilities are *not*, or not adequately.

Of course, in a sense, the whole of the child's school time outside physical training hours is devoted to mental training, in the classroom. Indeed the present tendency is decidedly towards giving the child more real training in the use of his mind and less mere memorizing of facts than a decade or so ago. For this very reason it has become axiomatic in other countries that teaching cannot be satisfactorily carried out without adequate library provision. But in this respect the South African educational system has lagged strangely behind. And let it be emphasized that mental training in the classroom in isolated subjects is not the training which introduces the child to the whole correlated field of knowledge, and to the methods of finding his way about that field. Such an introduction can only be given in a good general library, under the direction of a trained teacher-librarian.

Physical education, apart from maintaining physical well-being during school years, gives the child an introduction to open air recreation for the whole of his life. One may say that physical culture activities at school give our children, apart from small minority, the liking for, and skill in outdoor sport which does so much to maintain the health and happiness of the nation.

Do they leave school with a comparable liking for, and skill in mental activity? Will they settle down to browse among books with as great alacrity as that with which they run on to the tennis court? Or will they spurn books because through wrong teaching methods they have learned to hate them; or because they have learned to think that having worked through a matriculation syllabus they know all that is worth knowing; or because they simply "don't know what to read", or "can't

find anything interesting", or "can't find what they want"?

Much as we need a physically healthy nation, more still do we need a mentally healthy one. A local artisan was once heard to remark scornfully that technicians in Europe take such a long time to learn their job—"we just learn things in no time out here"! This mental attitude of self-satisfied complacency, absence of self-criticism, contempt for everything outside one's own sphere of thought or experience—all bred of ignorance of the outer world—is the root of many of our national ills. It may adversely affect our position in the world market if a large body of our artisans and producers remain content with mediocre products. It will lead to numbers of our own people being ousted by immigrants better trained in efficiency than we are.

Books and libraries are not alone, any more than any other single measure, a passport to a better world. But they are an important item, and the sooner we make large scale improvements in our libraries, the quicker may we expect advance elsewhere.

The all-important point is that we must introduce our children to the world of books in such a way that they will spontaneously experience the thrill of hunting up and finding something they want to know; or the exhilaration of a new thought powerfully expressed, which makes them exclaim: "I never thought of that"—and sets them thinking of it forthwith. Such an introduction requires an adequate library in every school, and a teacher-librarian with adequate training and adequate time to administer it along the lines indicated above.

Weighing all these facts one cannot help trying to account for the more rapid rise of one movement than of the other. Have we librarians not been sufficiently vociferous in pleading our cause? Have we not stated our case convincingly enough? I have remarked on the ignorance of the authorities about the nature of library work. Have we not been persistent enough in trying to remove this ignorance—by personal approach, by official approach, through the newspaper and periodical press, or through practical demonstration of what we have to offer? Maybe the blessings of physical culture are more spectacular and capture the popular and the official imagination more readily—all the more reason for us to redouble our efforts to demonstrate the benefits of library education.

In 1937 we achieved a Government investigation into the whole position of libraries.² Recom-

¹ Quoted in: Union Education Department. Report. 1940. (U.G. 8-1942). p. 12.

² Union of South Africa. *Interdepartmental Committee on the libraries of the Union of South Africa*. 1937. Report. Cape Town: Cape Times. 1937.

recommendations were made, but the carrying out of them has been slow compared with the achievements of the National Advisory Council for Physical Education. Have we not followed up the work of the Interdepartmental Committee vigorously enough? Have we been less shrewd or less fortunate in enlisting the co-operation of influential men outside our own ranks?

Undeniably the library movement is moving ahead, albeit slowly. In 1940 the Transvaal Education Department nominated a special Committee to investigate the merits and requirements of subsidized library services for schools.¹ This Committee reported to the Department, and as a result the Department agreed to the principle that every school should have a library, and also sent a circular to public libraries and schools suggesting that co-operation was a desirable thing. Definite action is, however, much delayed. An encouraging feature as far as the Transvaal is concerned is that the Director of Education is a

member of the Provincial Library Advisory Committee, and that he is taking a lively, personal interest in its work. The Transvaal Provincial Council has called for applications for the post of Library Organizer for the Province. (Incidentally, the supervision of school libraries in the rural areas will be merely a branch of his work, compared with the multiple officers concerned with physical education in the schools). As I write, a comprehensive questionnaire on school libraries circulated by the Transvaal Education Department comes to hand; this appears to be an honest attempt to set things moving. The latest Provincial Estimates include £6,000 for College and School Libraries in their own right, and no longer grouped with pianos, radios, and other "equipment".² There are other signs of progress. Let us build well on these foundations, and let the progress of physical education be an ever-present reminder of what can be achieved.

¹ Transvaal Education Department. Report. 1940. (T.P. 4-1940). p. 24-25.

² Transvaal Estimates of Expenditure. 1943. (T.P. 4-1943). p. 20.

A SELECTION OF FICTION FOR THE ADOLESCENT

BETTY LEVY

AN attempt has been made to include a limited selection both of suitable adult fiction, and of fiction written especially for young people.

- Ambler, E.** The dark frontier. *A spy story. And other titles by this author.* Hodder & Stoughton. 2. 0
- Barne, K.** She shall have music. *The story of the musical member of an unmusical family.* Dent. 3. 6
- While the music lasted. *Continues the story of Karen's career and tells of her war-time marriage.* Chapman & Hall. 7. 6
- Bartimeus, pseud.** Under sealed orders. *Adventures of three young midshipmen in an expedition against an African king.* Collins. 6. 0
- Bell, K.** Ice Patrol. *Non-fiction in the guise of a fictitious story of that branch of the U.S.A. Coastguard Service that patrols the ice-menaced Atlantic traffic route.* Routledge. 6. 0
- Bennett, A.** Clayhanger. Methuen. 4. 6
- Hilda Lessways. *Social and business life in the Five Towns.* Methuen. 3. 6
- Bertram, R.** Mary Truslove, detective. Nelson. 3. 0
- Ann Thorne, reporter. Nelson. 3. 0
- Borrow, G.** Lavengro. *The author's wanderings and encounters with gipsies.* Macmillan. 3. 6
- Boylston, H. D.** Sue Barton, student nurse. Little, Brown. \$2.00
- Continued in: Sue Barton, senior nurse
Sue Barton, district nurse
Sue Barton, rural nurse
- Carol goes backstage. *A girl's training for the theatre.* Little, Brown. \$2.00

- Buchan, J.** The thirty-nine steps. *Adventures of of Intelligence Service workers during the Great War.* Hodder & Stoughton. 4. 6
- Cameron, I.** The girl who lost things. *The life of a district nurse in the Highlands.* Methuen. 3. 6
- Campbell, G.** Great Bluff. Warne. 5. 0
- Two cadets. *Tales of the sea.* Warne. 5. 0
- Carson, J. M. H.** Elbow House. *The story of a girl's struggle to retrieve the family fortune.* Longmans. \$1.50
- Cather, W.** Lucy Gayheart. *The story of a musical career.* Cassell. 3. 6
- Charteris, L.** The Saint in New York. *The Saint is the Robin Hood of modern crime. And other titles by this author.* Hodder & Stoughton. 3. 6
- Dane, C.** Broome stages. *The story of several generations of an acting family.* Heinemann. 5. 0
- Daugherty, S.** Broken song. *The story of a Russian girl.* Nelson. 5. 0
- Dawlish, P.** Captain Peg-Leg's war. *And other "Peg-Leg" titles.* O.U.P. 5. 0
- Delafield, E. M.** Diary of a Provincial Lady. *An amusing account of the trivialities of everyday life.* Macmillan. 3. 6
- Deming, D.** Penny Marsh: public health nurse. Dodd. \$2.00
- Eaton, E.** Canadian circus. *A boy detective joins a circus.* Nelson. 5. 0
- Ferguson, R.** The Brontë's went to Woolworths. *A family of girls and their interest in the Brontë family.* Benn. 3. 6

- Forster, E. M.** *Passage to India. The clash between East and West.* Kingfisher.
- Goldring, R. M.** *Ann's year. How a girl adapts herself to her new life on leaving her Convent school.* Burns, Oates.
- Goudge, E.** *Island magic. Short stories featuring an interesting family.* Duckworth.
- Greene, L. P.** *Trooper Useless. Life in the British South African Police.* Harrap.
Continued in: *Not so Useless*
Trooper takes command
- Harker, L.** *Miss Esperance and Mr. Wycherley. An old maid and an Oxford don are responsible for the upbringing of two lively boys.* Murray.
- Harper, T. A.** *Siberian gold. Adventures of an engineer in Siberia with officials, gold thieves and ex-convicts.* Hutchinson.
- Hassett, M.** *Educating Elizabeth. The trials of a young headmistress in a large Scottish day-school.* Longmans.
- Hay, I.** *Pip. The story of a boy from kindergarten days to adolescence.* Blackwood.
- *Housemaster.* Hodder & Stoughton.
- *Little Ladyship.* Hodder & Stoughton.
- Heyer, G.** *Infamous army. A novel about the Battle of Waterloo.* Heinemann.
- Hilton, J.** *Goodbye Mr. Chips. The life and character of a schoolmaster in an English Public School.* Macmillan.
- Irwin, M.** *Royal Flush. The heroine is Minette, sister of Charles II.* Chatto & Windus.
- *The Bride. The story of Montrose and Louise.* Chatto & Windus.
- Johns, W. F.** *Worrals of the W.A.A.F.* Hodder & Stoughton.
- *Biggles and Co.* O.U.P.
- *And other titles by this author.*
- King-Hall, M.** *Lady Sarah. A story of the French and English Courts in the 18. century.* Peter Davies.
- Lewis, E. F.** *China quest. The friendship between an American youth and a Shanghai rickshaw coolie.* Harrap.
- McKay, H.** *First stage. A girl student at a dramatic college.* Lutterworth.
- MacNeely, M. H.** *Winning out. A nursing story.* Longmans.
- Malette, G.** *Single stones. The story of a girl scientist.* Doubleday.
- Masefield, J.** *Dead Ned. The story of an 18. century man who was hanged but didn't die.* Heinemann.
Continued in: *Live and kicking Ned.*
- Mason, A. E. W.** *The Four Feathers. A romance of army life.* Murray.
- Means, F.** *A candle in the mist.* Houghton.
- Meese, M. F.** *Wagon to the star. A girl's career from the time she leaves her orphanage, through High School, until she commences her training as a doctor.* Bobbs Merrill.
- Morley, F. V.** *War paint. Adventure in 18. century England, on the high seas and in N.W. Canada.* Faber.
- Rawlins, M. K.** *The yearling. The study of a lonely 12-year-old boy against the background of struggling life of a Florida farming family.* Heinemann.
- Redlich, M.** *Five farthings. The story of a publishing firm in London.* Dent.
- Richmond, G.** *Red Pepper Burns. The story of a fiery young doctor, his friends, and his patients.* Hodder & Stoughton.
And other "Red Pepper" books.
- Sabatini, R.** *Chivalry.* Hutchinson.
- Scott, J. M.** *Unknown River. A "gold-rush" adventure in Newfoundland.* Hodder & Stoughton.
- Seredy, K.** *The good master. Life on a Hungarian farm.* Viking.
Continued in: *The singing tree.*
- Sheriff, R. C.** *The Hopkins manuscript. A fantasy telling what happened when the sun changed its course and charged at the earth.* Gollancz.
- Snedeker, C. D.** *Downright Dencey. The story of an impulsive but steadfast Quaker girl.* Doubleday.
Continued in: *The beckoning road.*
- Streatfeild, N.** *Ballet shoes. The training of professional child dancers.* Nelson.
Also: *Tennis shoes. The circus is coming.*
- Strong, L. A. G.** *Odd man in. A detective story.* Pitman.
- Tarkington, B.** *Penrod. Amusing stories of an American boyhood.* Grossett.
Continued in: *Penrod and Sam.*
- Urmston, M.** *Forty faces. The training and work of an American school teacher.* Doubleday.
- Walpole, H.** *Jeremy.* Macmillan.
Continued in: *Jeremy and Hamlet*
Jeremy at Crale
- Worthington, M.** *Sally and her kitchens. Domestic service as a career.* Dodd.

EDUCATION SUB-COMMITTEE

(Concluded from page 40)

Exemption from Elementary Part I (A) and II (B). (Scheme, par. 3 [1]. It was agreed to accept a Second Year University course as exemption from Elementary Part I (A) and a First Year University course as Exemption from Elementary Part II (B), only in the case of candidates who had completed these courses as internal students.

Scheme, par. 4, and S.A.L. 5 (2) 68, Oct. 1937. It was agreed to rescind both these, and to substitute: "A candidate who has passed in, or obtained exemption from all parts of the Elementary Examination

with the exception of one of the Literatures shall be permitted to enter for the Intermediate Examination. . . Detailed Syllabuses. *Elementary Afrikaans Literature.* It was agreed to accept the revision of the syllabus submitted by the sub-committee appointed by the Education Sub-committee in January, the revision to come into force with the July 1944 examinations. The revised syllabus is printed above.

Detailed Syllabuses. Elementary Cataloguing. It was agreed to accept the revision of the syllabus submitted by the sub-committee appointed by the Education Sub-committee in January, the revision to come into force with the December 1943 examinations. The revised syllabus is printed above.